DOCUMENT RESUME

ED 273 638	SP 028 057
AUTHOR	Portner, Hal
TITLE	Professional Development Planning Guide: A Primer for Local School Districts.
INSTITUTION	Connecticut State Dept. of Education, Hartford.
PUB DATE	84
NOTE	148p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Board of Education Policy; Elementary Secondary Education; *Inservice Teacher Education; Needs Assessment; *Professional Development; *Program Development; Program Evaluation; School Districts; *State Programs
IDENTIFIERS	Connecticut

ABSTRACT

The state of Connecticut has mandated ongoing and systematic professional development for the professional staff of each local or regional board of education in the state. The following guidelines were established to aid school districts and boards of education to meet both the mandate and intent of the act with a five-year program of action: (1) a strong and visible commitment from the local board of education is evident; (2) a strong and visible commitment from the school district and its personnel is evident; (3) the professional development program has a stated purpose which is related to the annual goals and objectives of the school district; (4) planning of the professional development program is ongoing; (5) implementation of the professional development program follows effective educational principles; and (6) evaluation of the professional development program is ongoing and systematic. Appendixes include: (1) the professional development act; (2) checklist for developing the format of the five-year plan; (3) guidelines for local districts; (4) effective approaches for determining needs for professional development; and (5) evaluation of professional development in local school districts. This guide was developed to help the local, regional, and unified school district and the state's system of regional-technical schools use these guidelines in developing their own programs. A sample five-year professional development plan for a fictitious school district is included. (JD)

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Professional Development Planning Guide:

CONNECTICUT PROFESSIONAL DEVELOPMENT

A Primer for Local School Districts

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Professional Development Planning Guide:

A Primer for Local School Districts

Prepared by Hal Portner
Mary H. Coppola: Designer

State of Connecticut Department of Education-1984

Acknowledgements

The efforts, dedication and hours of hard work of each member of the Connecticut State Professional Development Council and the Local Planning Committee must be gratefully acknowledged.

Much of the material in the Planning Guide is taken from a document, *Professional Development in Local School Districts: An Ideabook*, authored by these groups. In addition, the Supplements to the Guide and the Guidelines were projects completed by these groups.

Special thanks are due Larry Schaefer for his leadership to these projects, and to Peter Martin, Miriam McKenna, Gary Burghard, Sophie Jenkins, Robert Lewandoski, Geil Orcutt, Lloyd Calvert, Mark Shibles, Suzanne Dinella, Sheila Wycinowski, Dan Pisetsky, Connie Berglund, Charlotte Swensen, Alice Myers, Larry Tiven, Maggie McAlpine, John Hatch, Gloria Williams, Richard Prunty, Albert Via, and others too numerous to mention, for providing ideas and writing and critiquing innumerable drafts. It has indeed been a privilege and a pleasure to work on these projects with such competent, dedicated educators.

Marjorie Bradley

Thom Brown

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A Letter from the Commissioner

Today, teachers and administrators throughout Connecticut are engaged in the thoughtful assessment of instruction and school management and in activities designed to continually improve professional performance. The intent of the Professional Development Law (PA 84-314) is to build upon these successful improvement efforts and to ensure a continuing process—beyond initial university preparation and state licensing—which will maintain and enhance the competence of the professionals in our schools.

To aid school districts in this process, the State Board of Education approved six guidelines to help establish a framework for effective planning for professional development. Those guidelines reflect Connecticut's fundamental commitment to quality education and its belief in the importance of professional development which responds to local needs and interests.

This planning guide is intended to help clarify the guidelines. It offers a process-oriented approach to developing a professional development plan which is cooperatively developed, widely approved and conscientiously implemented. It offers suggestions on the management of each step.

In the final analysis, the success of a professional development program will be measured by the improvement of instruction for each student in Connecticut.

Gerald N. Tirozzi
Commissioner of Education

Introduction

Public Act 84-314, An Act Concerning Professional Development for Educators, contains a clear statement of purpose: "to provide for the ongoing and systematic professional development of the professional staff of each [local or regional] board of education." See Appendix A for the complete text of PA 84-314.

Prior to the enactment of PA 84-314, members of the Connecticut State Board of Education and the Connecticut General Assembly held a series of discussions around the issue of legislating professional development for the state's educators. Throughout those discussions, the primary concern was that any legislation would respect the uniqueness of each local school district and lead to the improvement of education for students.

In order to meet both the mandate and intent of the Act, the professional development program will follow these operating principles:

- A five-year professional development plan will be developed by each local and regional school district which will address the goals of the district. It will have a high potential for improving student learning.
- The plan will have a district-wide focus with provisions for district, school, department or grade level and individual activities.
- Teachers will play a major role in the development of the plan.
- Each district will have its own unique plan. See Appendix B for a checklist that may be referred to by districts in developing their plan.
- Each district will describe its long-term professional development plan for the five-year period beginning April 1, 1986. Each plan will include specific objectives, activities and evaluation strategies. While the most specificity will be for the first year, the plan will also provide a framework for the subsequent four years.
- Although each district must have its own plan, districts are encouraged to develop cooperative arrangements or joint efforts when similar activities are being planned.
- The five-year plan must be in compliance with the following six guidelines adopted by the State Board of Education on May 2, 1984:

Guideline I.	**A strong and visible commitment from the local board of education is evident.**
Guideline II.	**A strong and visible commitment from the school district and its personnel is evident.**
Guideline III.	**The professional development program has a stated purpose which is related to the annual goals and objectives of the school district.**
Guideline IV.	**Planning of the professional development program is ongoing.**

Guideline V.	**Implementation of the professional development program follows effective educational principles.**
Guideline VI.	**Evaluation of the professional development program is ongoing and systematic.**

See Appendix C for the complete text of the approved Guidelines and the letter from the Commissioner of Education describing their formation.

This *Professional Development Planning Guide* is designed specifically to help each local, regional and unified school district and the state's system of regional-technical schools use these six guidelines to initiate or adapt its own professional development program. Educators' shelves are already lined with enough handbooks and manuals that answer all the questions no one ever asks and answer none of the questions everyone asks. We have attempted to avoid these flaws by discussing each guideline, suggesting appropriate activities for each set of indicators and providing a management plan/checklist for organizing time and resources.

See Appendices D and E for two papers which supplement the guide: *Determining Needs for Professional Development: Effective and Simple Approaches* and *Evaluation of Professional Development in Local School Districts*.

We hope this guide and its appendices are useful in planning and implementing effective professional development programs that result in strengthened educational opportunities for students. We also hope that board of education members, administrators, teachers, parents and all others involved in the process of developing the five-year plan will view their plan not as a document describing a program, but rather as a vision forecasting increased professional excellence.

Guideline I

A strong and visible commitment from the local board of education is evident.

One of the most consistent themes associated with effective professional development programs is a clear message from the local board of education saying: "This board ***values*** continuing education for all professional personnel!" The professional development five-year plan must provide evidence of board of education commitment. The following are five indicators of board of education commitment and policy development. Districts are encouraged to identify others.

Indicator: *The local board of education has adopted a clear, concise, written statement of policy.*

The written policy statement establishes the general intent and direction of professional development in the district. The policy statement should be concerned with the educational values and assumptions of the district and say something about schools, teaching, teachers, students, and desired results of professional development programs. It should declare professional development as a district priority. Once adopted, the written policy statement should be distributed to all professional personnel and parent groups.

Following is a sample board of education policy statement on professional development.

SAMPLE

A POLICY STATEMENT ON PROFESSIONAL DEVELOPMENT FOR EDUCATORS FOR ADOPTION BY A BOARD OF EDUCATION

Rationale

The cornerstone of quality education is what happens between the educator and the student. Major changes are taking place that deeply affect this educational process. Students are changing. Technology is changing. Society as a whole is changing—demanding new skills from young people as they leave school.

As the world changes around us, curriculum and instructional methods cannot remain the same. Many of the skills and much of the knowledge educators learned in their training five, ten and twenty years ago are no longer adequate for helping students to succeed in the world they will enter upon graduation.

sample continues next page

The community is charging its schools with providing more and more kinds of programs. *District Name* expects that curriculum and instruction will be geared to its students' individual needs. The district must respond to state and federal mandates that often necessitate preparing the entire staff to reach compliance with the law.

These and many other demands make it absolutely essential that the district provide adequate resources for a continuing program of professional development for its educators.

It is not feasible for school personnel to keep up with the complexity and quickening pace of change only through professional reading and occasional refresher courses. These avenues of professional development need to be enlarged significantly with resources from the school district.

Policy

In order to assist district educators to maintain and improve their effectiveness with students amid today's rapid changes and growing demands, the Board of Education will:

(1) Provide for a planned, ongoing professional development program for all staff including the necessary funds and time for planning and implementation.

(2) Direct the Superintendent to establish a planning committee composed of representatives from the Board of Education, the administration, teachers and other appropriate staff. The committee shall be responsible to the Superintendent for—

  (a) assessing immediate and long-term needs at three levels: district, building, and individual.

  (b) planning, development and evaluating programs designed to meet the assessed needs.

(3) Direct the Superintendent to report annually to the Board of Education on the professional development program and its effect with the recommendations for changes as needed.

Indicator: *The local teacher and administrator organizations have helped to develop and have endorsed the policy.*

Local teacher and administrator involvement in the development of the policy will create a sense of ownership in and commitment to that document. PA 84-314 recognizes the importance of staff input into policy development by requiring that each local or regional board of education develop its plan "with the advice and assistance of the teachers employed by such boards."

Indicator: *Parents have supported the policy.*

It is recommended that parents be given the opportunity to review and formally support the policy statement. Parents have a vested interest in the education of their children. Their understanding of how professional development activities benefit the educational program will foster their support. From a public relations standpoint, parents need to be reassured that educators are concerned about educational excellence and are doing something worthwhile to ensure their own professional growth. Parents should be informed of the planning process in general and the process of developing the policy statement in particular, before their support is sought.

Indicator: *The board of education has committed funds to support the professional development plan.*

It is recommended that a professional development line item be included in the annual budget of the district. Some creative approaches can be applied to funding the program. For example, one Connecticut school district reallocated its sabbatical leave budget to professional development. Funding might be based on a formula that would budget "X" dollars per full-time professional staff member or a certain percentage of the total budget could be earmarked for professional development. In 1983, Connecticut school districts spent an average of $80 per full-time professional staff member (the range was $0-$588) and allocated an average of 0.19% of their budgets (the range was 0%-0.9%) for professional development. In contrast, many businesses gave human resource development high priority and set aside an amount equal to 2% or more of each employee's salary (that's $400 for a $20,000 salary) for employee training and development. Professional development activities need a realistic budget. Having such a budget provides a visible and tangible commitment to the program.

Indicator: *The policy is updated and revised periodically.*

Procedures and time lines should be developed to ensure periodic review, revision of and recommitment to the written policy statement. This process should involve administrators, teachers and parents as well as members of the board of education.

Management Plan/Checklist for Obtaining Board of Education Commitment

Recommended Task	Person(s) or Groups Responsible	Time Line		Desired Outcome
		Start	End	
Develop policy statement				Written board of education policy
Develop policy review/revision procedure				Schedule periodic review process
Involve professional staff in policy development and review				Formal endorsement of board policy
Gain support of parents for policy statement				Formal indication of parent support
Obtain funding to support professional development				Approved budget line item for professional development
Other				

Not later than April 1, 1986, in accordance with Public Act 84-314, each Connecticut school district must submit to the State Department of Education for approval a five-year plan to be implemented not later than school year 1986-1987. In so doing, school districts should consider the following questions that relate to Guideline I:

	YES	NO
Do you have a written policy supporting professional development which has been adopted by your board of education in the last 5 years?	____	____

Guideline II

A strong and visible commitment from the school district and its personnel is evident.

High quality resources should be committed to the professional development program. There are several considerations to be made in identifying effective resources. but before starting to seek "the answer" be sure you know the question. Carefully examine the identified need and purpose of the program or activity, then list the ideal resources necessary to achieve it.

Although the number and type of resources required to support an effective effort will vary with local conditions, it is recommended that planners consider human, financial, time and material resources when addressing this guideline.

Human Resources

Indicator: *The school district has assigned responsibility and accountability for the professional development program to an appropriate administrator.*

A key component of an effective professional development program is responsible and accountable leadership which is vested in an enthusiastic individual who is given adequate time and resources to develop, implement and be accountable for the program. This person might be the superintendent, a central office administrator, a principal, the adult education director, a counselor or a teacher. She/he should:

- have a vision for the professional development program;
- consider the professional development program to be an important part of her/his role;
- participate in professional development activities for her/himself and in programs affecting persons for whom she/he has responsibility; and
- control the resources for professional development.

For districts that have the capacity to hire someone who will assume major responsibility for professional development, the following sample job description may be helpful.

SAMPLE

JOB DESCRIPTION
Director of Professional Development

I. Board Function

Under the supervision of the Superintendent of Schools, the Director of Professional Development, employing current knowledge and techniques, is responsible to see that professional growth experiences are developed and provided for educational personnel. This will be accomplished by assessing needs of all professional personnel and developing programs to meet these needs. The Director will also be responsible for recruiting staff, locating and utilizing space for the program, and administering and evaluating the programs and facilities.

The Director should have a fundamental knowledge of various educational practices, as well as a knowledge of and the ability to interpret local, state, and federal regulations.

II. Duties and Responsibilities

A. Budget

1. Prepares a Professional Development Program budget for the approval of the Superintendent of Schools.
2. Administers the approved budget.

B. Communication

1. Develops a communication system to inform staff of Professional Development opportunities.
2. Interprets pertinent local and state regulations, as well as current educational trends, to participating staff and administration.

C. Program

1. Assesses the needs of the participants based on the established goals of the school system.
2. Develops programs to meet the assessed needs.
3. Develops evaluation systems for professional development programs.

D. Facilities and Equipment

1. Locates and contracts for facilities appropriate to the purposes of the program and convenient for personnel involved.
2. Assures the proper utilization of facilities which have been acquired for use by the program.
3. Takes responsibility for the selection, use and return of equipment borrowed from participating schools.

sample continues next page

E. Personnel

1. Recruits and hires appropriate personnel, as authorized by the Superintendent of Schools to meet the needs and programs.
2. Administers professional development programs.

F. Professional Growth

1. Maintains an awareness of current trends in education related to professional development.
2. Develops and maintains contact with other professional development programs to learn and use their practices.

G. Evaluation

1. Evaluates all programs and facilities involved in the professional development program of the school system.
2. Assesses all participating personnel to determine whether the professional development program is meeting their needs.

H. Related Responsibilities

1. Fulfills such other duties as assigned by the Superintendent of Schools.

Indicator: *Appropriate subject areas and grade levels in the district are represented on an overall committee whose responsibility is to plan and help implement the professional development program.*

The superintendent of schools has the ultimate responsibility for a district's professional development program. However, whether it is the superintendent or the superintendent's designee who provides the day-to-day leadership of the program, that person should work with a professional development governing body. Presently existing groups such as a curriculum committee or the superintendent's advisory council can also serve as the professional development governing body. Some districts, for various reasons, may want to form a separate professional development committee. Regardless of the way in which this governing body is constituted, it should have:

- representation of those who will derive direct or indirect benefits from the program (studies have shown that when professional staff are directly involved in professional development planning, they are more likely to consider the program to be of value both to themselves and to the instructional process); and
- a clearly defined role which may include the responsibility to make recommendations on budget and programming.

Indicator: *The district has invited persons from the community and from outside the district to participate on the professional development committee as appropriate (e.g., universities, teacher centers, regional educational service centers, consultants, etc.).*

Local staff should have the major responsibility for developing their own professional development program. However, outside ideas and experience can often serve to enhance and focus local planning efforts. Districts might well consider inviting persons from the community and from outside the district to participate where appropriate in professional development meetings.

Financial Resources

Indicator: *The district has allocated a budget to support the professional development program.*

The professional development budget respresents a tangible commitment to the program and should be developed to support that commitment. When developing the professional development budget around planned activities, consider:

- sabbaticals and other contractual items that might relate to professional development
- resources required (human and material)
- travel and per diem expenses
- incentives
- conference fees
- local mini-grants

Indicator: *The district has investigated outside supplements to the local professional development budget.*

In the event additional state and federal grants for professional development activities become available during the next few years, the district should have in place a procedure to take timely advantage of such opportunites. The person responsible for the district's program can, for example, develop a "wish list" of projects beyond current budget limitations and begin to collect ideas and data to support the need for such projects. He/she should also seek out potential supplementary funding opportunities from local business, foundations and individual donors. The creative and dedicated leader will identify and successfully tap these and other outside funding sources.

Time Resources

Indicator: *The district has allocated time for individuals to:*

- *develop a multi-year plan;*
- *assess professional development needs;*
- *plan activities;*
- *lead and participate in the program;*
- *evaluate the professional development activities and program in order to make modifications, and*
- *investigate collaboration with other districts.*

It is recommended that time lines be developed and blocks of time set aside so that planned activities can be implemented in a systematic way. Released time or "in-service days," before or after school, and vacation periods might be negotiated in contracts. A district might develop a policy of arranging compensatory time or short-term sabbatical leaves for individuals.

Material Resources

Indicator: *The district has provided materials to support the professional development program.*

Planners should give careful consideration to what materials will be needed and when they will be needed in order to carry out professional development activities. There should be an adequate budget for materials, enough should be produced for everyone, and they should be ready for use on time.

Some materials will have to be purchased or developed. Others will already be available in the district. Potential sources of some materials include:

- Local universities and colleges
- Other school districts
- State Department of Education
- Regional educational service centers
- Teacher centers
- Connecticut Education Association
- Connecticut Federation of Teachers
- Community organizations
- Professional associations

Indicator: *The district has provided a list of materials and resources which are available to support individual activities.*

It is important to identify high quality resources which can be readily available to the professional development program. One suggestion is to establish a resource committee to maintain a listing of available human and material resources. A bibliography of staff development literature can be prepared by the professional librarian. Copies of articles and books on professional topics can be kept in a professional library or in the staff development office. Brief resumes of consultants, workshop presenters and follow-up resources can be kept on file. The State Department of Education keeps a file of human resources available within the state.

One caution is in order here. Do not bring in a well known (and expensive) speaker only because he or she has an established reputation. **First** identify the need and **then** find the resource. Also remember, some of the most valuable and helpful human resources are working in our own schools.

Management Plan/Checklist for Obtaining School District and Personnel Commitment

Recommended Task	Person(s) or Groups Responsible	Time Line		Desired Outcome
		Start	End	
Assign administrator to program				Individual named and given responsibility and accountability for the program
Select representative committee(s)				Committee(s) formed and responsibilities clarified
Invite outside persons to participate on committee(s)				Outside persons participate as appropriate
Allocate time for activities				Appropriate schedules and time lines developed and approved
Provide appropriate materials				Quality materials available in timely manner
Other				

Not later than April 1, 1986, in accordance with Public Act 84-314, each Connecticut school district must submit to the State Department of Education for approval a five-year plan to be implemented not later than school year 1986-1987. In so doing, school districts should consider the following questions that relate to Guideline II:

Human Resources

Please provide the name of the administrator with responsibility for the professional development program.

____

Name of Administrator

____

Title

	Yes	No
Has your professional development plan been developed with the advice and assistance of representatives from subject areas, grade levels, supervisors, administrators and specialists to be served by the plan?	___	___

Financial Resources

Have you allocated funds to implement the professional development plan?	___	___

Time Resources

Have you set aside time for individuals to plan and take part in professional development activities?	___	___

e III

evelopment
ted purpose
the annual
ives of the

talk about quality education in their statements of
se underlying the need for professional development is
ends on quality educators. Therefore, the overall purpose
ent program can be defined as providing opportunities
ators to continue to work toward or reach their potential

sional development program should also focus on the
jectives that a district periodically sets for itself. If, for
decides to target its efforts for a given year on improving
l grade levels, the district's professional development
ld have as its purpose to support that goal. By planning
es and devoting the bulk of its resources toward one or
ch year, a professional development program is more
l impact on the quality of education than would otherwise

nd specific purposes of a professional development pro-
ed, they should be clearly written and disseminated
e program's purpose can then be translated by planners
activities that will relate to the goals and objectives of
a program purpose related to a district objective to raise
EERA proficiency tests by 5 points overall might lead
ties as:

conference on creative problem solving

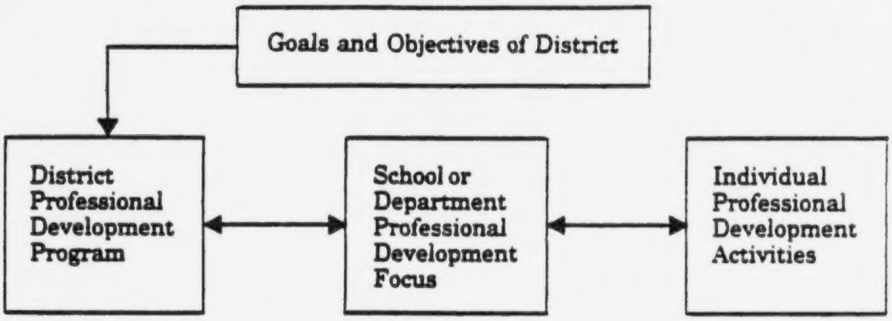
rse for elementary math teachers on developing learning
lessons plans

shops for junior high teachers on how to infuse mathema-
ath subject areas

eacher developing a guide for parents on how to help
ith math homework

evelopment program should not only relate to the goals
ict, but should also respond to the unique needs of each
dividual staff member.

Figure 1
Professional Development Program Relationships


Goals and Objectives of District
District Professional Development Program
School or Department Professional Development Focus
Individual Professional Development Activities

A school may identify a particular need that may not seem to relate directly to district goals, yet should be addressed; a school climate issue, for instance. It is perfectly legitimate to plan building-level professional development activities around such a focus, assuming that the activities will have a positive impact on improving the school climate. At the building level, the program's purpose should be to help solve that school's particular challenges.

Individual teachers and administrators often have unique professional development needs which are not shared by others, even in a group setting. Few district or building-level activities for example, can effectively address the specific needs of both the kindergarten and physics teachers while at the same time help the principal transfer management theory into practice. One purpose of a truly comprehensive professional development program should be to allow opportunities for individual educators to plan and carry out their own unique professional development plan.

The following conditions reflect the intent of Guideline III.

Indicator: *The purpose reflects the needs of the district, each school or department and individual staff members.*

Indicator: *The purpose is clearly stated in written form and is disseminated throughout the district.*

Indicator: *The purpose along with the school's needs has formed the basis for each school's professional development focus.*

Indicator: *The purpose and the school's professional development focus have provided a framework for continuing education plans which have been created by individual staff members to address individual professional needs.*

Management Plan/Checklist for Developing Program Purpose

Recommended Task	Person(s) or Groups Responsible	Time Line		Desired Outcome
		Start	End	
Write and disseminate statement of purpose				Written purpose reflects needs of district, schools and individuals. Community of teachers, parents and administrators all support the program and look forward to participating

Not later than **April 1, 1986,** in accordance with Public Act 84-314, each Connecticut school district must submit to the State Department of Education for approval a five-year plan to be implemented not later than school year 1986-1987. In so doing, school districts should consider the following questions that relate to **Guideline III:**

	Yes	No
Do you have a written purpose for the professional development program which is directly related to the school district's annual goals and objectives?	___	___
Does your professional development program clearly address student needs and school programs?	___	___

Guideline IV

Planning of the Professional Development Program is ongoing.

One of the more significant benefits of the legislation which mandates professional development planning may well turn out to be that it will motivate educators to examine their own strengths and weaknesses and to take a hard look at ways to improve their practices. The legislation insists on representative involvement in planning the professional development program by stating that each board of education shall develop its plan "with the advice and assistance of the teachers employed by such boards."

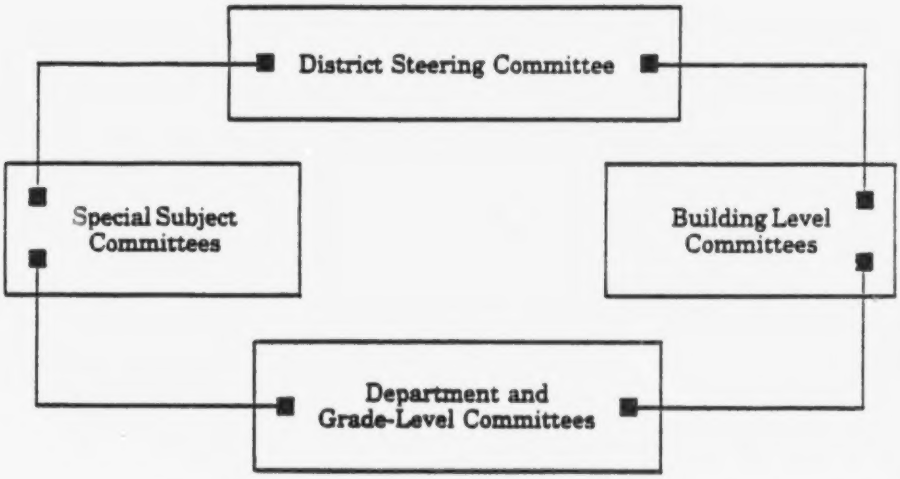
Indicator: *A steering committee with a majority of members representing those to be served by the professional development program has developed a long-range plan.*

Many districts will find that a permanent districtwide steering committee with ad hoc task forces formed for specific activities is the most efficient way to organize an ongoing effort. It cannot be emphasized too strongly that the steering committee should include representatives of those who will benefit from the program. A program generated from a plan which is excellently written, includes all the appropriate elements but was created by an administrator or teacher in isolation, will be doomed.

This does not mean that every staff member should serve on the steering committee, but each staff member should be represented by at least one committee member with whom she or he can identify (i.e., classroom teacher, department chair or member, building administrator, special education teacher, central office staff, etc.). Each member's role is to insure that the program is planned to effectively carry out its stated purpose and that the program's activities will meet the needs of the particular group she or he represents. Committee members share the responsibility to keep their particular constituency informed of the developing program and to seek out and reflect their input and concerns.

Some districts may choose an interlocking network of committees that more visibly represent various levels within the district and also involve more individuals in the organizational structure.

Figure 2
Example of a "Linking Pin" Committee Network


District Steering Committee
Special Subject Committees
Building Level Committees
Department and Grade-Level Committees

As can be seen in Figure 2, the key to this network of committees is the "Linking Pins", or people who head one committee and also serve as a member of another. This arrangement helps to assure coordination and two-way communication within and among the various levels in the district.

The Planning Process

The size, detail and complexity of the plan depends on the size and resources of the school district. Large, complex school districts will most likely develop larger, more complex plans than their smaller counterparts. Whatever the degree of complexity, however, it is recommended that each district's professional development plan include as many of the elements indicated below as possible.

> **Indicator:** *The plan includes a needs assessment process which is comprehensive, broad-based and ongoing and which uses multiple sources for input.*

One of the most crucial points in planning a professional development program is the needs assessment process. It often means the difference between a well received, effective program and one which is a waste of participants' time. Because this process is so vital to effective planning, and because a number of strategies and approaches should be considered, the reader is referred to Appendix D, "Determining Needs for Professional Development: Effective and Simple Approaches".

Indicator: *The plan includes short- and long-range goals and activities.*

Some professional development activities will respond to short-term needs such as the development of a single-use set of materials. Other needs, such as restructuring an entire educational program, will require multiyear attention. Still others call for goals that suggest several months of activity. Such variations in time requirements must be considered in order to allocate resources efficiently.

Indicator: *The plan includes at least three levels of activity (district, school and individual).*

As discussed in the section on Guideline III, pages 14 to 16 , a comprehensive plan will address the unique needs of schools or departments and individuals as well as the goals and objectives of the district.

Indicator: *The plan includes multiple types of activities, (local, state, regional and national).*

Professional development is not a single event or activity, but rather a process which includes a wide range of activities. The selection of a particular activity or series of activities from among the various possibilities is determined in large part by considering, for example, who the audience is, what the audience wants or needs, and why they want or need it. When such decisions are made and professional development activities are designed accordingly, chances for success are increased.

Inclusion of one or more of the following types of activities in professional development programs has led to the improvement of professional skills and abilities:

- Attendance at professional meetings
- Clinical supervision/coaching
- Curriculum development committees
- Field experiences
- Formal courses or seminars
- Guided practice
- Informal or formal on-the-job assistance or coaching
- Informal or formal peer group meetings
- Institutes
- Microteaching
- Minigrants to teachers to improve instruction
- Panel presentations
- Planning, researching or developing new instructional materials
- Professional conferences
- Research projects
- Simulations, role playing or gaming

- Small group study or task
- Specific focus committees, e.g. discipline, climate, goals committees
- Visitations to other classrooms or other schools
- Workshops
- Writing projects, and other such activities

Regional educational service centers, professional associations, colleges and universities, private businesses, state departments of education and other state and federal agencies publish materials, sponsor conferences and provide a wide variety of resources. Although the majority of planned professional development activities should take place within district and subdistrict boundaries, planners need to be aware of and plan to utilize any opportunities which are related to their goals that may become available at the state, regional and national levels. Membership in organizations such as THE NATIONAL COUNCIL OF STATES ON INSERVICE EDUCATION, Syracuse University, 364 Huntington Hall, 150 Marshall Street, Syracuse, New York 13210, the NATIONAL STAFF DEVELOPMENT COUNCIL, 206 Oakhill Drive, Oxford, Ohio 45056 and the CONNECTICUT ORGANIZATION FOR PROFESSIONAL DEVELOPMENT, c/o the State Department of Education will keep professional development leaders in touch with a wide range of activities and resources.

Indicator: *The plan includes provisions for a beginning teacher program.*

Induction into the teaching profession is very likely the most difficult phase of a teacher's career. All beginning teachers have some problems. Because teaching is a profession with no formal apprenticeship, the first-year teacher is virtually thrust into a situation with little or no experiential backup except that from his or her own schooling.

First-year professionals develop behaviors in classroom organization and management which become predictors of their future behaviors. The first year is therefore crucial in molding appropriate behaviors and attitudes. Early success breeds later success and a sense of failure inhibits growth. A professional development program for beginning teachers can involve such options as using expert teachers as mentors, providing special observation opportunities, and developing professional portfolios. Activities can focus on many issues but should be based on assessed needs.

Indicator: *The plan includes provisions for administrators and special professional personnel (e.g., counselors, social workers, nurses).*

Because there are relatively few counselors, social workers, nurses and other special professional personnel, there is a danger of omitting them from professional development activities. These important members of the professional staff should be included in the program's overall activities and given special training in their particular areas as needed.

Many administrators and special professional personnel completed their formal training several years ago when the demands of their jobs were much different than they are today and will be five years from today. When planning professional development programs, districts should assess and provide for the unique needs of educators at all levels of experience and areas of responsibility.

Other indicators of effective ongoing professional development planning include:

- *a process to award continuing education units, if needed*
- *connections with the teacher evaluation process*
- *purposes, activities, timelines, budget and an evaluation process*
- *consideration of collaboration with other districts*
- *review and approval by local board of education*
- *dissemination throughout the schools and community*

Management Plan/Checklist for Planning an Ongoing Program

Recommended Task	Person(s) or Group Responsible	Time Line		Desired Outcome
		Start	End	
Organize steering committee(s)				Representative steering committee structure in place
Develop comprehensive plan				The plan includes provision for: __ needs assessment __ multi-level activities __ multi-type activities __ beginning teachers __ administrators __ special personnel __ other

Not later than **April 1, 1986,** in accordance with Public Act 84-314, each Connecticut school district must submit to the State Department of Education for approval a five-year plan to be implemented not later than school year 1986-1987. In so doing, school districts should consider the following questions that relate to **Guideline IV**:

	Yes	No
Was the five-year plan developed with the advice and assistance of teachers employed by the local board, "including representatives of the exclusive bargaining representative of the teachers chosen pursuant to Section 10-153b, as amended by Section 2 of Public Act 83-72 and Public Act 83-359?"*	___	___
Does the plan include provision for "personnel management and evaluation training or experience for administrators"*?	___	___
Are the "needs of regular and special students"* addressed by the plan?	___	___
Was the plan reviewed and approved by the local board of education?	___	___

(*Quoted from PA 84-314)

Please indicate the major goals of your professional development program for the following five years.

1986-1987 ____________________
____
____

1987-1988 ____________________
____
____

1988-1989 ____________________
____
____

1989-1990 ____________________
____
____

1990-1991 ____________________
____
____

Please complete the attached activity chart for the 1986-1987 academic year.

SAMPLE

1986-1987 Activity Chart

Please attach or list below the group and individual activities planned for the 1986-87 academic year.

Need to be Addressed	Activity	Level: (District, School Building, Individual)	Participants to be Served (Group)	Approximate Date(s)	Desired Outcome(s)
1. Unsatisfactory math scores as revealed by EERA testing in grades 4, 7 and 9.	Conference to raise awareness of problem	District	All elementary teachers and secondary math teachers	October 1986	Math scores on 1987-88 EERA tests raised 5 points overall
	Curriculum review	District	Representative elementary & secondary teachers	November and December 1986	
	Instructional workshops	Buildings	Secondary teachers	November and December 1986	
	Professional reading and computer practice	Individual	Elementary & secondary teachers	January through March 1987	
2. etc.					
3. etc.					

Guideline V

Implementation of the Professional Development Program follows effective educational principles.

Among the synonyms dictionaries offer for the verb **implement,** the one that seems most fitting here is **fulfill.** A district carries out its professional development program in order to fulfill the promise ". . . to maintain, enrich and/or improve the skills, knowledge and abilities needed by educational personnel to meet their professional responsibilities [and] to improve student learning" (from the introduction to *Guidelines for Local School District Professional Development Programs,* approved by the Connecticut State Board of Education, May 2, 1984). Guideline V, if followed, will significantly increase the probability that a professional development program will successfully fulfill its promise.

Characteristics of Effective Professional Development

Adapted from a list developed by
The National Staff Development Council
206 Oakhill Drive, Oxford, Ohio 45056

Research and experience have shown that effective professional development activities have specific characteristics, some more important than others. The importance of each one depends on the nature of the activity and the environment in which it takes place. Listed below, not in priority order, are twenty (20) of these characteristics. Planners are well advised to consider them carefully as they develop their programs.

Involvement in Planning Objectives. Professional development activities are more effective when participants have taken part in planning the objectives and the activities. Objectives planned by the participants are perceived as clearer, more meaningful and more acceptable.

Active Involvement by Building Principals. Professional development activities in which the building principals are active participants have proven to be more efective than programs in which principals are absent. Active involvement means that the building principals are participants in all of the activities in which their teachers are involved.

Time for Planning. Whether participation in professional development activities is mandatory or voluntary, participants need time away from their regular teaching or administrative responsibilites in order to plan their own objectives and subsequent activities.

District Administrative Support. For professional development activities to be effective, district level support should be visible.

Expectations. Participants in professional development activities should know, a) what will be expected of them during the activities, b) what they will be able to do when the experience is over, and c) how they will be evaluated.

Opportunity for Sharing. Professional development activities in which participants share and provide assistance to one another are more likely to attain their objectives than activities in which participants work alone.

Continuity. Professional development activities that are thematic and linked to a professional development plan or a general effort of a school are usually more effective than a series of one-shot approaches on a variety of topics.

Expressed Needs. Effective professional development activities are based on a continuous assessment of participants' needs—as needs change, the activities should be adjusted accordingly.

Opportunity for Follow-up. Professional development activities are more successful if participants have opportunities to become involved in follow-up sessions.

Opportunity for Practice. Professional development activities that include demonstrations, supervised tasks, and feedback are more likely to accomplish their objectives than those activities that expect participants to store up ideas and skills for use at a future time.

Active Involvement. Successful professional development activities are those which provide participants with opportunities to become actively involved. When "hands-on" experiences with materials, active participation in exercises that will later be used with students, and involvement in small group discussions are used, participants are more likely to apply learnings when they return to their school districts.

Opportunity for Choice. When a participant chooses to become involved in an activity, there is a far greater likelihood that the experience will be meaningful. Also, a series of alternative activities should be offered within the long-range professional development program.

Building on Strengths. People like to be recognized as valued, competent, liked and needed. Professional development activities that view each participant as a resource are often more responsive to participants' needs.

Content. Successful professional development activities appear to be those which are geared toward a relatively narrow grade-level range, a specific topic and a specific set of skills. Furthermore, when the participants leave the activities, there should be a plan or a set of instructional materials ready for immediate use.

The Presenter. Professional development activities are more successful when the presenter is able to approach the subject from the participants' view. The presenter's expertise and genuine enthusiasm for the subject are also important ingredients.

Individualization. Professional development activities that have different educational experiences for participants at different stages of development are more likely to achieve their objectives than those in which all participants engage in common activities.

Number of Participants. Some presentations are as effective with 100 participants as with ten. However, for professional development activities requiring personal contact, informality and an exchange of ideas, seven to ten participants appear to be optimal. The exceptions and variations appear to be based on the skill of the presenter, the organization of the activity and the nature of the topic.

The Learning Environment. Successful professional development activities, as a rule, take place within a low-threat, comfortable setting in which there is a degree of "psychological safety." Openness to learning appears to be enhanced when peers can share similar concerns, highs and lows, and problems and solutions.

The Physical Facility. Accessibility of supporting materials, appearance of the facility, room temperature, lighting, auditory and visual quality within the room, and many other physical factors have subtle but sometimes profound effects on the success of the professional development activity.

Time of Day and Season. Professional development activities which take place at the end of a work day have less chance of being successful than those offered when participants are fresh. Further, professional development activities are less likely to be successful when they are scheduled at times of the year when seasonal activities, parent conferences, holiday celebrations, and other such activities occur.

The above characteristics together with the following indicators suggest some criteria by which to assess compliance with the intent of Guideline V.

Indicator: *The purpose for each activity has been identified from the needs assessment process.*

There should be a visible relationship between the needs assessment process and professional development activities. When people are asked to help identify needs, expectations are that activities will be developed to address those needs. When activities are planned by one group for another, or organized by administrators for teachers, or prepackaged by a college for consumption by a school without considering identified needs, the program is likely to be poorly received. Educators will be unclear about the purpose of the activity and not sure why or if they should participate.

Those planning professional development activities first should analyze the results of needs assessments, establish long- and short-range priorities, set realistic and measurable objectives, and then select from a range of activities and formats the ones most likely to meet assessed needs. This should be an ongoing process. As staff members become more knowledgeable about the topics being addressed by the program, their priorities and needs will change. The program should be flexible enough to accommodate emerging needs, yet still be able to maintain its original purpose.

Indicator: *Each participant understands the purpose for each activity.*

Participants are most likely to understand and adopt the purpose of an activity when they have had input into the nature and objectives of that activity. The purpose should be clearly stated before the activity begins and referred to regularly during the activity.

Indicator: *The program provides for a planned system of intrinsic and extrinsic incentives.*

Consideration of incentives by those responsible for planning the professional development program is important. Educators, as all other groups, are intrinsically and extrinsically motivated and ask the common question, "What's in it for me?"

The most powerful incentives are those which provide a relationship to professional needs, personal needs, career life cycle goals and financial needs.

Examples of Effective Incentives

Incentives are effective when the school board, superintendent and teacher and administrative organizations:

- ensure that the professional development activities offered lead to professional growth;
- encourage faculty and administrators to join and participate in activities of professional associations;
- provide contractual agreements which make professional development a condition of continued employment;
- provide regular public recognition and praise for participation in professional development;
- encourage teacher exchanges (inter- and intra-school, regional, state and national);
- recognize competence through asking informed teachers and administrators to act as resource persons;
- provide professional library resources which are current and easily accessible;
- provide a program of sabbatical leaves to study, and to exchange ideologies and methods;
- recognize and encourage service by faculty and administrators on national, regional or state professional committees;
- provide released or compensatory time to attend conferences, workshops, classroom visitations, and to serve on national, state and regional committees;
- provide in-service or advanced study credits;
- provide assistance for further study.

Indicator: *Each activity provides theory, demonstrations, opportunities to practice on the job and opportunities to receive constructive criticism.*

Indicator: *The application of learnings from each activity is reinforced through supervision.*

The pattern of all too many professional development activities is to impart knowledge, to whip up enthusiasm for the model being presented, and to send folks away hoping that they have understood and will successfully apply what was presented during the activity. Activities following this pattern usually turn out to be ineffective. Their objective is to change behavior, but people tend to resist change and will usually stay with familiar ways when faced with choice. Helping someone to change the way he or she teaches or to tamper with familiar curricula takes time and requires careful, systematic nurturing.

Research has shown that an effective professional development activity is one that guides participants through the acquisition of a solid knowledge base, shows how it is applied, provides opportunity to try it out, offers feedback, reinforces desired behavior, and supervises its application.

Management Plan/Checklist for Program Implementaion

Recommended Task	Person(s) or Group Responsible	Time Line		Desired Outcome
		Start	End	
Analyze needs assessments				Activities developed to respond to needs
Schedule activities				A balanced variety of activities is provided at a variety of levels and during optimal times
Develop incentive system				Incentive system in place and supported
Establish standards for activities				Activities lead to desired change and meet assessed needs

Not later than **April 1, 1986,** in accordance with Public Act 84-314, each Connecticut school district must submit to the State Department of Education for approval a five-year plan to be implemented not later than school year 1986-1987. In so doing, school districts should consider the following questions that relate to **Guideline V:**

	Yes	**No**
Do you have an ongoing needs assessment process which guides the professional development program?	___	___
Are efforts made to provide a balance of individual, building and district activities?	___	___
Are activities planned to be held at times which optimize learning?	___	___
Are efforts made to ensure that learning is reinforced through supervision?	___	___

Guideline VI

Evaluation of the Professional Development Program is ongoing and systematic.

The evaluation of professional development activities is an important dimension in the ongoing improvement of professional skills. Professional development should be evaluated for five major reasons:

- to discover whether the program did what it said it would do;
- to discover what did happen, what changes and unexpected outcomes occurred;
- to diagnose weaknesses in order to improve the program;
- for decision making—to determine the next steps, and
- to be accountable to those who fund and support the program.

Indicator: *Evaluation addresses the extent to which the total program and individual activities:*

- are based on data collected from a needs assessment process in which participants have been involved;
- satisfy the needs they are designed to meet;
- provide a variety of activities;
- involve participants;
- are supported by the personnel, budget and other resources;
- encourage the growth of each participant, and
- relate to the instructional program; thus, to the achievement, growth and development of students.

Indicator: *Results of the evaluation process have been used to improve and to develop future plans, and have been disseminated throughout the community.*

Since evaluation is such an important part of the professional development program but too complex to be adequately discussed in this guide, the reader is urged to refer to Appendix E, "Evaluation of Professional Development Programs In Local School Districts." It includes a discussion about the reasons for conducting evaluation activities and provides evaluation techniques and examples. It also discusses the strengths and weaknesses of both quantitative and qualitative evaluation and suggests that evaluation should depend on data of both types.

Management Plan/Checklist for Program Evaluation

Recommended Task	Person(s) or Group Responsible	Time Line		Desired Outcome
		Start	End	
Plan and support evaluation activities				Evaluation is systematic and ongoing
Use evaluation to modify program				Program is improved as a result of the evaluation data

Not later than **April 1, 1986,** in accordance with Public Act 84-314, each Connecticut school district must submit to the State Department of Education for approval a five-year plan to be implemented not later than school year 1986-1987. In so doing, school districts should consider the following questions that relate to **Guideline VI:**

	Yes	No
Do you have a systematic strategy for evaluating your professional development program?	___	___
Will the evaluation results be used to modify your professional development program?	___	___

Appendix A
Legislation

PUBLIC ACT NO. 84-314

AN ACT CONCERNING PROFESSIONAL DEVELOPMENT FOR EDUCATORS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof:

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and guidance personnel who hold the provisional or standard certificate. Such program shall be approved by the state board of education, and shall provide such teachers, administrators and guidance personnel with information as to the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse.

(b) NOT LATER THAN APRIL 1, 1986, EACH LOCAL OR REGIONAL BOARD OF EDUCATION SHALL DEVELOP, WITH THE ADVICE AND ASSISTANCE OF THE TEACHERS EMPLOYED BY SUCH BOARDS, INCLUDING REPRESENTATIVES OF THE EXCLUSIVE BARGAINING REPRESENTIVE OF SUCH TEACHERS CHOSEN PURSUANT TO SECTION 10-153b, AS AMENDED BY SECTION 2 OF PUBLIC ACT 83-72 AND PUBLIC ACT 83-359, AND SUCH OTHER RESOURCES AS THE BOARD DEEMS APPROPRIATE, AND SUBMIT TO THE STATE BOARD OF EDUCATION FOR APPROVAL A FIVE-YEAR PLAN, TO BE IMPLEMENTED NOT LATER THAN SCHOOL YEAR 1986-1987. THE PLAN SHALL PROVIDE FOR THE ONGOING AND SYSTEMATIC PROFESSIONAL DEVELOPMENT OF THE PROFESSIONAL STAFF MEMBERS OF EACH SUCH BOARD, INCLUDING PERSONNEL MANAGEMENT AND EVALUATION TRAINING OR EXPERIENCE FOR ADMINISTRATORS, AND SHALL BE RELATED TO REGULAR AND SPECIAL STUDENT NEEDS. THE STATE BOARD OF EDUCATION SHALL DEVELOP GUIDELINES TO ASSIST LOCAL AND REGIONAL BOARDS OF EDUCATION IN DETERMINING THE OBJECTIVES OF THE PLANS AND IN COORDINATING STAFF DEVELOPMENT ACTIVITIES WITH STUDENT NEEDS AND SCHOOL PROGRAMS. EACH LOCAL AND REGIONAL BOARD OF EDUCATION SHALL REVIEW AND REVISE ITS PLAN AT LEAST ONCE EVERY FIVE YEARS AND SUBMIT SUCH REVISED PLAN TO THE STATE BOARD OF EDUCATION FOR APPROVAL AT SUCH TIME AND IN SUCH MANNER AS THE STATE BOARD OF EDUCATION SHALL PRESCRIBE.

(c) THE STATE DEPARTMENT OF EDUCATION IS AUTHORIZED TO PROVIDE INSTITUTES ANNUALLY FOR

CONNECTICUT EDUCATORS. SUCH INSTITUTES SHALL SERVE AS MODEL PROGRAMS OF PROFESSIONAL DEVELOPMENT AND SHALL BE TAUGHT BY EXEMPLARY CONNECTICUT TEACHERS AND ADMINISTRATORS AND BY OTHER QUALIFIED INDIVIDUALS AS SELECTED BY THE STATE DEPARTMENT OF EDUCATION.

Sec. 2. This act shall take effect July 1, 1984.

Appendix B

Checklist for Developing the Format of the Five-Year Plan

1. Does the plan cover five years -- Fall 1986 through June 30, 1991? Does it include a specific plan for the operational year and a more general plan for the subsequent years?

2. Does the plan have clearly written goals and problem statements that are addressed by specific objectives?

3. Does the plan include appropriate evaluation strategies for assessing the achievement of each objective?

4. Are appropriate activities identified for each objective?

5. Are individuals identified as responsible for each activity?

6. Does the plan have a time frame, schedule of events and target dates for key activities?

7. Is there specific evidence of accomplishment for each activity?

8. Does the plan include a detailed operational year budget indicating costs by activity? Is there a five-year projection of total resource needs and anticipated resources sources?

9. Is the plan coordinated with other ongoing operations and improvement strategies underway in the district?

10. Does the plan describe how district needs were identified and placed in priority order?

11. Has the plan been approved by the local board of education?

12. Does the plan demonstrate a relationship to the goal of improving student achievement and enhancing opportunities?

Appendix C

Guidelines for Local Districts

Connecticut State Board of Education
Hartford

RESOLVED, that the State Board of Education commends the work of the Professional Development Council, approves the "Guidelines for Professional Development in Local School Districts" and empowers the Commissioner to take the necessary action.

Approved May 2, 1984
(Date)

Connecticut State Board of Education
Hartford

To: State Board of Education

From: Gerald N. Tirozzi, Commissioner of Education

Subject: Guidelines for Local School District Professional Development Programs

The attached "Guidelines for Local School District Professional Development Programs" have been developed by the Local Planning Committee of the Connecticut State Professional Development Council. The full Council has endorsed the guidelines. They are being brought to the State Board for discussion at this time and will be on the agenda for action at the 2 May State Board of Education meeting.

The Council was formed in December 1979 when the State Board of Education and the Commissioner became concerned about the need 1) to maintain high standards for teacher preparation, 2) to make the certification process more responsive to current realities, and 3) to ensure the continuing education of Connecticut's teachers and administrators. The Council was charged with recommending policies and practices which would address these issues. Members of the Council were chosen to represent the major educational organizations in the state and other organizations and individuals concerned with the professional competence of educators.

In March 1981, the Council submitted a report to the State Board of Education entitled "Twenty Five Recommendations for Ensuring Professional Competence." The report was adopted by the Board on 7 April 1981. Subsequently, the Commissioner appointed three new committees to work on the recommendations and charged the Council with developing guidelines for professional development in local school districts.

In developing the guidelines, the Council took into account the fact that Connecticut's school districts have different resources, levels of commitment, and approaches to professional development. As a consequence, some school districts have to exert greater efforts than others to provide effective programs for their teachers and administrators. To aid local boards of education with this process, six guidelines were developed which establish a framework for effective professional development. They are:

> Guideline I. A strong and visible commitment from the local board of education is evident.
>
> Guideline II. A strong and visible commitment from the school district and its personnel is evident.

Guideline III. The professional development program has a stated purpose which is related to the annual goals and objectives of the school district.

Guideline IV. Planning of the professional development program is ongoing.

Guideline V. Implementation of the professional development program follows effective educational principles.

Guideline VI. Evaluation of the professional development program is ongoing and systematic.

The guidelines incorporate ideas from other states, research on teaching and learning, and concepts from business and industry.

The Council presented a draft of the guidelines for comment at a statewide convocation on 12 January 1984 in Meriden. Ninety-six teachers, administrators, parents and business representatives attended and the guidelines now reflect the contributions of that diverse group as well as those of Council members.

If adopted, the guidelines will provide a framework for the professional development plans proposed in Connecticut's Challenge which will be required of all local school districts. The plans will be submitted to the State Department of Education by June, 1985, and approved and monitored by the Department.

I believe these guidelines can form a foundation for improving teacher competency which will, in turn, lead to improved student learning.

2 May 1984

Introduction

A professional development program is a planned, ongoing, and systematic series of activities designed to maintain, enrich and/or improve the skills, knowledge and abilities needed by educational personnel to meet their professional responsibilities. The ultimate goal of a professional development program is to improve student learning.

The search by teachers and administrators to broaden and deepen their knowledge, their understanding of the teaching-learning process, their understanding of students, and their perception of themselves and their colleagues as worthy professionals is a joint responsibility of individual educators and the school district. Vital to success is a school district's willingness to insure continued professional development of its teachers and administrators and to encourage them to keep abreast of recent thinking in their fields.

It is generally agreed that the most worthwhile professional development activities have some or all of the following elements. They:

- are ongoing programs;
- require the active participation of the participants in the planning, implementation and evaluation of the activity;
- deal with concrete, day-to-day problems of educators;
- involve theory, demonstrations, supervised practice, feedback, follow-up observation and support on the job, where appropriate; and
- provide for sharing and mutual support among educators, students and parents.

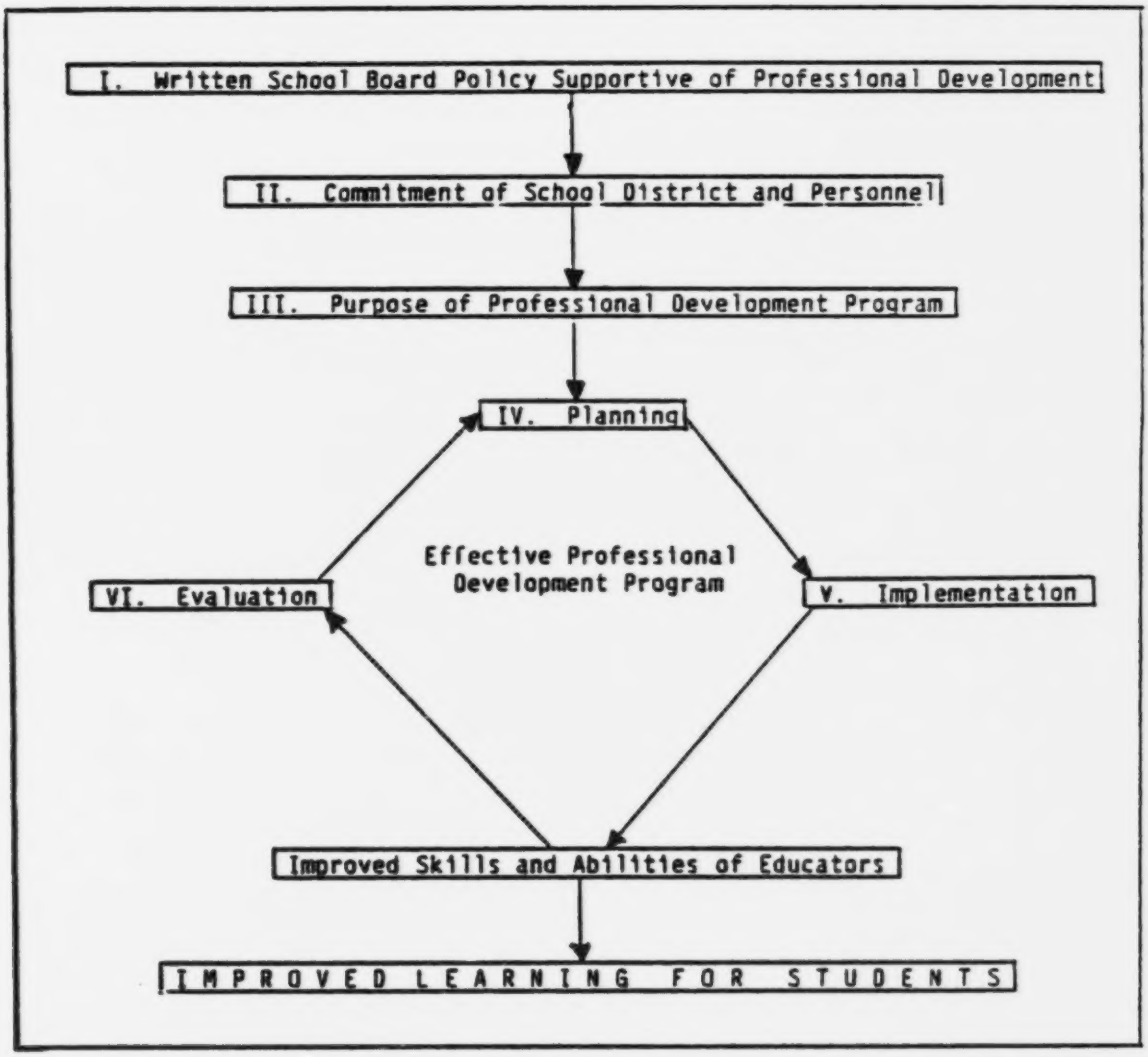

I. Written School Board Policy Supportive of Professional Development
II. Commitment of School District and Personnel
III. Purpose of Professional Development Program
IV. Planning
Effective Professional Development Program
V. Implementation
VI. Evaluation
Improved Skills and Abilities of Educators
IMPROVED LEARNING FOR STUDENTS

FIGURE 1

IMPROVED LEARNING FOR STUDENTS THROUGH EFFECTIVE PROFESSIONAL DEVELOPMENT PROGRAMS IN LOCAL SCHOOL DISTRICTS

The following guidelines are proposed to assist each school district to initiate or adapt a professional development program for its educational personnel. Six guidelines, illustrated in Figure 1, are identified and, within the document, suggestions are made for implementing them. These guidelines should prove useful to all school systems, including local and regional boards of education, unified school districts and the state's system of vocational-technical schools.

GUIDELINE I. A strong and visible commitment from the local board of education is evident.

INDICATORS

- The local board of education has adopted a clear, concise, written statement of policy.
- The policy is updated and revised periodically.
- The local teacher and administrator organizations have helped to develop and have endorsed the policy.
- Parents have supported the policy.
- The board of education has committed funds to support the professional development plan.

GUIDELINE II. A strong and visible commitment from the school district and its personnel is evident.

INDICATORS
Human Resources

- The school district has assigned responsibility and accountability for the professional development program to an appropriate administrator.
- Appropriate subject areas and grade levels in the district are represented on an overall committee whose responsibility is to plan and to help implement the professional development program (e.g. curriculum committee, professional development steering committee, etc.).
- The district has invited persons from the community and from outside the district to participate on the professional development committee as appropriate (e.g. universities, teacher centers, RESCs).

Financial Resources

- The district has allocated a budget to support the professional development program.

- The district has investigated outside supplements to the local professional development budget (e.g. grants).

Time Resources

- The district has allocated time for individuals to:
  - o develop a multi-year plan;
  - o assess professional development needs;
  - o plan activities;
  - o lead and participate in the program;
  - o evaluate the professional development activities and program in order to make modifications; and
  - o investigate collaboration with other districts.

Material Resources

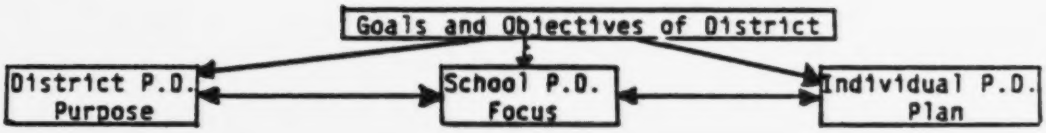
- The district has provided materials to support the professional development program.

- The district has provided a list of materials and resources which are available to support individual activities.

GUIDELINE III. The professional development (P.D.)program has a stated purpose which is related to the annual goals and objectives of the school district.

INDICATORS

- The purpose should reflect the needs of the district, unique needs of each school or department and needs of individual staff members.



- The purpose is clearly stated in written form and is disseminated throughout the district.

- The purpose along with the school's needs has formed the basis for each school's professional development program focus.

- The purpose and the school's professional development focus have provided a framework for continuing education plans which have been created by individual staff members to address individual professional needs.

GUIDELINE IV. Planning of the professional development program is ongoing.

INDICATORS

- A steering committee with a majority of members representing those to be served by the professional development program has developed a long-range plan.

- The size, detail and complexity of the plan depends on the size and means of the school district; i.e., small school districts do not have the same kind of plans which are needed by large, complex school districts;

- The plan includes:
    - o a needs assessment process which is comprehensive, broad-based and ongoing and which uses multiple sources for input;
    - o short and long range goals and activities;
    - o at least three levels of activity (district, school and individual);
    - o multiple types of activities (local, state, regional and national);
    - o provisions for a beginning teacher program;
    - o provisions for administrators and special professional personel (e.g., counselors, social workers, nurses);
    - o a process to award continuing education units, if needed;
    - o linkages to the teacher evaluation process;
    - o purposes, activities, timeline, budget and an evaluation process;
    - o consideration of collaboration with other districts;
    - o review and approval by the local board of education;
    - o dissemination throughout the schools and community.

GUIDELINE V. Implementation of the professional development program follows effective educational principles.

INDICATORS

- The purpose for each activity has been identified from the needs assessment process.

- Each participant understands the purpose for each activity.
- The application of learnings from each activity is reinforced through supervision.
- The program provides for a planned system of intrinsic and extrinsic incentives.
- Each activity provides theory, demonstrations, opportunities to practice on the job, and opportunities to receive constructive criticism.

GUIDELINE VI. Evaluation of the professional development program is ongoing and systematic.

INDICATORS

- Evaluation addresses the extent to which the total program and individual activities:
  - o are based on data collected from a needs assessment process in which participants have been involved;
  - o satisfy the needs they are designed to meet;
  - o provide a variety of activities;
  - o involve participants;
  - o are supported by the personnel, budget and other resources;
  - o encourage the growth of each participant;
  - o benefit participants; and
  - o relate to the instructional program and, thus, the achievement, growth and development of students.
- Results of the evaluation process have been used to improve and to develop future plans, and have been disseminated throughout the community.

Professional Development Planning Guide:

Supplementary Paper

CPD
CONNECTICUT PROFESSIONAL DEVELOPMENT

Appendix D

Determining Needs for Professional Development: Effective and Simple Approaches

DETERMINING NEEDS FOR PROFESSIONAL DEVELOPMENT: EFFECTIVE AND SIMPLE APPROACHES

Prepared with advice from

The Local Planning Committee of the
Connecticut Professional Development Council

and the

Connecticut Professional Development Council

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This working paper is designed to suggest strategies for determining needs* for professional development activities. An underlying assumption of this paper is that no single needs assessment approach, strategy or format is sufficent for planning and implementing a professional development effort. It is strongly suggested that several strategies or approaches be used.

Further, it is important that the distinction between needs assessment and performance evaluation be made clear. Needs assessment compares the individual or group to an internal standard or standards -- the intent is improved performance of the job. Whereas, performance evaluation attempts to compare an individual or group to some external standard or standards and the intent is usually directed at considerations for job promotion, compensation or retention.**

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* Also known as "needs assessment" or assessing needs." The information contained in this working paper is based largely on "Determining Training Needs: Four Simple and Effective Approaches" by Donald L. Kirkpatrick in the February 1977 issue of Training and Development Journal.

**For further discussion of these important issues, see Gary Leske and Steve Frederickson in Needs Assessment for Vocational Education Administrators, Minneapolis: University of Minnesota, June 1981, pp. 4 and 5.

Needs assessment is a process which keeps a professional development program from running down a blind educational alley -- from using time, dollars, and people in programs which do not satisfy student, staff or school district needs.

There are five types of needs which should be included in a needs assessment process. The five types are:

1. normative need
   e.g. test results indicate math scores below grade level
2. expressed need or demand
   e.g. teacher requests for assistance in mainstreaming
3. anticipated need
   e.g. curriculum committee plans to introduce new science program
4. comparative need
   e.g. special education classes exist in one school but not in another
5. felt or perceived need
   e.g. what people want

While information on felt or perceived needs is valuable, a needs assessment, to be valid should not rely solely on what people want.

A critical point is the importance of using a variety of data sources and a variety of formats. Too often, planning is based solely on teacher perceptions of needs. Frequently, teacher perceptions are collected on a paper and pencil instrument. Relying on one data source and one format can lead to the development of programs based on misleading information.

In this working paper, we have considered "need" to be a combination of level of necessity and discrepancy on some dimension(s).

Good needs assessment practices can be summarized as follows:

- Assessment should be an ongoing process. As staff members become more knowledgeable about the topics, then awareness of their needs change. The more successful professional development programs continually assess participants' needs.
- Continual assessment of needs requires flexibility in program design. If emerging needs are identified during the implementation of the professional development program, the program should be able to adapt to meet these needs.

- There must be a visible relationship between the needs assessment and the professional development program. Conducting a needs assessment leads people to expect that the professional development activity will be developed to meet those needs.

- Participants' own perceptions about their needs must be viewed as important. Participants should be involved in planning the needs assessment, ranking needs, and making program decisions.

- Needs assessment information should be gathered from more than one source, using different data collecting techniques. This approach results in a more comprehensive identification of needs than can be accomplished using a single source approach.

Effective assessment includes both the expressed needs of participants and the documented needs of their students. Professional development needs might be assessed through questionnaires, interviews, outcomes of staff evaluation, professional judgment based on observation and planning, and existing school district committees.

Student needs might be documented through analyses of test data, attendance statistics, course evaluations, or interview results.

Concerns expressed about programs by the board of education, parents or community members also provide clues about perceived student needs. The rest of this paper will be devoted to a discussion of using various sources to determine needs.

I. STUDENT NEEDS

A. Achievement Data

Primarily in the form of grades and test scores, student achievement is a strong reflection of the quality of teaching the student has received. From a careful analysis of student achievement, those areas showing a weakness can be addressed through professional development programs. Likewise, the areas of strength can be embellished or recognized.

If, for example, there are inconsistences in a student's grades as compared to his/her past performance and other academic and/or vocational potentials, then other factors such as classroom arrangement, teacher expectations or outside influences could be impinging on the learning process. Information and achievement data of this kind, along with data collected by other means can be useful in designing effective professional development programs.

B. Formal Testing

In this age of accountability, competency testing is on the rise. In Connecticut, the 9th grade proficiency test, the 3rd, 5th and 7th grade standardized achievement tests, as well as the criterion referenced tests lend themselves to analysis by a concerned public. The scores from these tests are especially relevant since the Connecticut Educational Evaluation and Remediation Act (P.A. 78-194, 5.19.) requires a remedial response to any student scoring below the established norms.

Professional development programs on how to remediate, group, stimulate and manage those doing poorly on the tests are often necessary.

C. Course Evaluation

The success of any course of study depends to a large extent on the instructor's knowledge of and ability to transmit the subject. Therefore, evaluating courses in terms of content, structure and teaching methods in order to identify area strengths and weaknesses is a basic activity in any professional development program.

D. Existing Student Data

Student data such as the percentage of students completing high school and/or the number of students being promoted from one grade to the next can be used to determine professional development needs.

E. Interview Results

A valuable way of determining professional development needs is to interview recipients of the educational process -- the students. This can be done either individually or by group. Since many students are obviously very opinionated concerning the merits of programs and teachers, and, if their immaturity can be properly figured in the equation, their views can be very beneficial to those planning professional development programs.

F. Parent and Community Perception of Student Needs

All school systems should be encouraged to implement parent/community advisory groups in schools, as they bring a concerned audience to the teaching learning process. Parents, at least through schoolboard representation, should become participants in any curriculum affecting their children. They know what they want from an education.

Although parent/community involvement in educational issues may be a sensitive area, especially when "single issue" organizations are attempting to inordinately influence school curricula, the benefits of strong involvement will more than offset the negative aspects of extremist groups.

G. Professional Judgment of Student Needs

Professional educators interested in improving the delivery of educational services to students are in critical positions to determine the quality and quantity of those services. The educational specialists such as the school psychologists and speech therapists can be of great assistance to the general educators in developing programs for assisting special need students.

A. Paper and Pencil Techniques

1. Questionnaire

The questionnaire is a well accepted method in determining needs. The questions are (or should be) brief, specific, and phrased to solicit short answers which can be used to determine training needs, the scope of the training, and the course content

Before using a questionnaire, the needs assessor should recognize that while relatively large numbers of people can be polled, there are some disadvantages which must be kept in mind. For example:

a. returns cannot be guaranteed;
b. questionnaires may be costly in time and money to compose, send out, collect, tabulate, and analyze;
c. written responses may be misinterpreted in the data analysis, or semantic problems may go undetected and not elicit valid responses; and
d. many people tend to react negatively to requests to fill out formal survey instruments and will not reveal their "real" needs -- they do not respond conscientiously.

The needs assessor who decides to use a questionnaire should explore some of the techniques that may enhance the credibility of questionnaires.

Developing a questionnaire which will provide valid and reliable data requires more knowledge than can be conveyed in this document. There are many sources that will assist in questionnaire design. For example, Covert's (1977) paper, Guidelines and Criteria for Constructing Questionnaires, is particularly helpful. (A copy of the author's important points for constructing a questionnaire are included -- See Attachment D1)

2. Checklist

A checklist contains a detailed list of needs or items indirectly related to needs. Respondents are asked to check the items about which they feel they would like to have more skill or knowledge. For example, a job, process, program, activity, or area of responsibility may be broken down into a list of detailed parts and arranged in logical sequence on the checklist. Tabulating group responses to such a checklist may reveal educational needs.

Checklists can also be used on an individualized basis for assisting in the design of an individual's professional development program. A checklist should never be used to reveal individual or program strengths -- items not checked on checklists should be interpreted, if at all, as areas which respondents perceive as "no-need" items, not as "strengths" items. (Attachment D2) for a sample of a needs assessment checklist.)

B. Interviews

Interviews are structured and/or unstructured conversations designed to obtain information about educational needs. Interviewing requires a skill in data collecting in order to maintain uniformity of behavior from one interview to another, as well as uniformity within the data being collected.

The length of time required for an interview will often reduce the number of people who can be polled. Interviews may be very useful in gathering information that will be perceived as more credible than that gathered through a written questionnaire, for people are often more comfortable talking than writing; plus, interview responses can be checked for clarity. Interviewing, especially the unstructured or mixed interview, provides an element of face-to-face contact and indepth probing that is not possible in some of the less personal forms of data collection. Interview methods are described as follows:

1. Structured Interview

The structured interview is rigid in its design and implementation. It is used to obtain specific information and deals with a predefined area of interest. Questions have been predetermined and systematically organized; the analysis of the data has been designed prior to initiating the study. Of the several forms of structured interviews, the most common uses an interview schedule which is a printed questionnaire. This schedule is used by the interviewer during the entire course of each interview, and in every case, both the wording and the sequence of the questions are identical.

2. Unstructured Interview

The unstructured interview is designed to obtain information in a flexible and subjective manner. The interviewer may or may not have a predetermined set of questions to ask -- he or she can use personal judgment to order, or sequence questions during the actual interview session. The ordering of the questions asked often depends on the respondent's answers. No attempt is made to secure identical information from every individual. The unstructured interview is most often used during the early phases of planning a needs assessment study when the purpose is to gain insight into general concerns. This preliminary phase will identify specific information to be used later in a questionnaire or structured interview.

3. Mixed Interview

The mixed interview uses the best elements of both the structured and the unstructured interviews.

C. Group Process Techniques

There are several group process techniques which can be used in identifying professional development needs. They all allow participants to talk to each other when identifying needs, to clarify the needs identified, and to get immediate feedback.

1. Brainstorming

Brainstorming is a process which generates an unrestrained offering of ideas or suggestions about educational needs by all members of a group. The group is convened, a problem question is posed, and the brainstorming begins. If the question is not posed in advance, give the participants a few minutes to think about it before beginning the session. Individuals in the group are then asked to call out any ideas they have for answering the question. These are recorded as quickly as they are stated. Rules for brainstorming include the following:

o. No criticism is allowed.
o. Unrestricted thinking is encouraged.
o. As many ideas as possible are sought.

After a predetermined time, the list of ideas is examined to determine how many of the items are professional development needs. Brainstorming should generate a wide range of ideas in this free-flowing atmosphere.

2. Buzzing

Buzzing is also a group technique used for identifying professional development needs. It consists of dividing the audience into groups of four or five persons each. Each group chooses a chairperson and a recorder. On signal, each group begins to discuss the question at hand. The chairperson keeps things moving, while the recorder writes down all the ideas thrown out. At the end of a predetermined period, the groups reassemble and the chairperson of each group reports what the group has produced, using the recorder's list. Each item is written on a chalkboard or flip chart. Duplicated items are indicated by adding a mark after the original statement. When all groups have reported, final ideas are added from the floor. Later the list is classified for further use

Buzzing is a useful technique to encourage individual participation in the group process and to prevent a vocal minority from controlling a meeting. It requires that the group leader be efficient and diplomatic in organizing and guiding a large group.

3. Nominal Group Technique

The nominal group technique is a group process model developed for problem identification and planning to identify, rank and order needs statements. The procedure consists of the following steps:

a. Pose the question about professional development needs.

b. Working alone, each group member writes responses to the question.

c. The needs generated individually are then written on a chart or board, asking each participant to respond in turn. The round-robin listing continues until there are no further ideas.

d. Each of the needs statements on the list is discussed and clarified.

e. Group members independently select and rank a specific number of priority items by writing each on a 3 x 5 card. Results are tallied for the group.

f. The group discusses and clarifies the ranking obtained in the preliminary vote.

g. A final vote is taken and results aggregated to develop a list of priorities for professional development needs.

The nominal group technique provides adequate time for thinking, exploring, and/or clarifying ideas. It also provides a method for combining ideas in a balanced manner and developing a list of priorities for professional development needs that reflect the group's judgements.

4. Participant Evaluation of Professional Development Programs

Slip writing is a technique that is useful at the conclusion of a professional development session. Each participate is given a number of 3 x 5 cards and asked to respond to a question, such as I need the following additional skill or knowledge about this subject," or "I would like the following related experience," and other such examples. At a signal, each person starts writing out responses, one response to a slip. A time limit is set, usually 5 minutes, and the slips are collected. The leader later classifies the slips and analyzes the needs for further training. This technique can also be used as a check on the validity of the instruction already given. Based on adult learning theory, feedback from previous sessions is an ideal needs assessment technique.

5. Workshops

The workshop is a technique which brings a group together to develop further skills through actual practice in a teaching function, such as lesson planning or developing individual education programs. As the group pursues its workshop goal, there may emerge evidence of individual and group needs for further training. These may be noted through observation by the leader, or the workshop evaluation may provide an opportunity for the participants to identify needs for further training.

Observation is a process of purposive and selective watching, counting, listening to, or even smelling of objects or phenomena as they take place. Observation is often used when documents are not available and/or when questioning the subject will not provide the reseacher with the type of information needed. For instance, a school supervisor may observe a regular education teacher to determine if the teacher is able to deal effectively with the handicapped students in the classroom. More valid data may be acquired through observation than if the persons being observed are asked to report their needs.

Observation requires trained observers, since accuracy is difficult to maintain. It is also time consuming, and only relatively small populations can be observed. Kuh (1980) outlined the major steps in an observation process.

1. Determine format for observation
2. Identify site or observational situation
3. Gain permission to observe
4. Record observations using one or more of the following:
    a. Recording on predetermined schedule or checklist
    b. Note taking in narrative form
    c. Tape recording observations as they occur

Administrators, through the use of such planned observation processes, can play a vital role in highlighting needs for professional development within their schools. In order to strengthen their approaches to observation and allay some of the criticisms to which such findings might be subjected, it is suggested that systematic method of observation be undertaken. One such approach might start by using the seven (7) characteristics of effective schools:

1. Strong administrative leadership
2. High expectations
3. Clear school mission with an emphasis upon basic skills
4. Time on task and opportunities to learn
5. Frequent pupil progress monitoring
6. Parental and community involvement
7. Safe and orderly environment

As you examine this list, it becomes apparent that observable or visual proof of the existence of some of its principles is not immediately recognizable. However, in such cases, the absence of one principle might be indicated by an excess or lack of activities in one of the principles that can be observed. For example, although it would be somewhat self-serving for an administrator to evaluate item #1, and even if one could "see" it, the lack of "strong administrative leadership" may be indicated when there is a lack of a "safe and orderly environment" as indicated by bedlam throughout the halls and classrooms. Similary, "high (teacher) expectations" might not easily be observed, but one may want to take a closer look at this area if there appears to be a lack of consistency in teacher behavior throughout the building.

By using a systematic approach in observations, school administrators and others should be able to make defensible decisions about professional development needs and become much clearer about the directions these determinations should take. Such approaches might be used for determining training needs for personnel, as well as determining resource needs for materials and facilities.

IV. Advisory committees

Another practical approach is to collect and organize information from existing advisory committees. Often school districts have a superintendent's advisory committee, curriculum committees, education work councils, Title IX advisory councils, and others. Each committee can be a source for identifying needs in their particular area. An advantage to tapping existing advisory committees is that they have already collected and analyzed data relating to their concern. Conversely, a disadvantage of some committees is that they are narrowly focused and do not have a broad enough educational perspective.

V. Performance appraisal

The main purpose of most performance appraisal programs is to accurately appraise the performance of an individual and to help that person improve those areas where need is indicated. Implicit in this approach is the determination of needs for each individual.

Schools using objectives-based (job target) approaches to staff evaluation can produce professional development programs that support reaching the objectives on which teachers and administrators are to be evaluated. Coordinating professional growth with professional appraisal makes sense--legally and pedagogically.

Professional development programs can be offered based on an analysis of mutually agreed upon objectives. A district might collate the objectives of all staff in order to identify commonalities. Once the common objectives have been identified, professional development activities can be designed to address these needs. (For a detailed discussion of how one can use performance appraisal to coroborate professional growth, see Teacher Evaluation: A Guidebook for Connecticut School Districts, 1979).

VI. STATE AND FEDERAL GOALS

No needs assessment would be complete without taking into account the goals for students which are set by society at large. Such goals are usually developed by federal, state and local governments.

It should be mentioned, however, that within the recent past the roles of federal and state governments have been subjected to heated debate. Washington is insisting that less government is better government. Consequently, the priorities which have been established by earlier federal and state governments and the programs that were funded to implement those priorities may be much less emphasized now than they have been during the last decade.

Nevertheless, to acquire the most complete picture of needs which should be addressed in a professional development program, those identified by the larger society should be included. Assuming for the moment that budget helps to determine policy, during the last ten years the following areas of federal priorities have been established through grants for the professional development of teachers:

- science education
- special education
- gifted and talented
- bilingual education
- sex and race equity
- metrics education
- consumer education
- law related education
- career education
- vocational education
- adult education
- basic skills

It can be assumed from this list that equity for under-represented groups and attention to a few basic subject matter areas are national priorities.

The Connecticut State Board of Education put forth a set of five statewide goals for education in the Five Year Comprehensive Plan for Elementary and Secondary Education. Thousands of Connecticut citizens participated in developing these goals. Thousands of others have worked in communities across the state to develop local educational goals which are required by law. The local goal setting process has provided opportunity for communities to express their special interests and needs in serving public school students but at the same time to be consistent with the Statewide Goals.

The Statewide Goals for Education are:

Goal One: Motivation to Learn

To realize their potential to learn, students must be highly motivated. Therefore:

Connecticut public school students will develop strong motivation by responding to the high expectations of their parents, teachers and school administrators; by understanding and striving to fulfill personal aspirations, and by developing the positive feelings of self-worth which contribute to responsible behavior and personal growth, health and safety.

Goal Two: Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society. Therefore:

Connecticut public school students will, to their full potential, learn to communicate effectively in speech and writing; read with understanding; acquire knowledge of and ability in mathematics, and strengthen decision-making skills.

Goal Three: Acquisition of Knowledge

Acquiring knowledge leads to fuller realization of individual potential and contributes to responsible citizenship. Therefore:

Connecticut public school students will acquire the knowledge of science, mathematics, social studies, the arts, literature and languages which leads to an understanding and appreciation of the values and the intellectual and artistic achievements of their culture and other cultures; and will take full advantage of opportunities to explore, develop and express their own uniqueness and creativitiy.

Goal Four: Competence in Life Skills

Students are challenged to function successfully in multiple roles: as citizen, family member, parent producer and consumer. Therefore:

Connecticut public school students who complete secondary level studies will have the ability to make informed career choices; understand the responsibilities of family membership and parenthood; be prepared to undertake the responsibilities of citizenship in their communities, in the state, in the nation and in the world; and have the skills, knowledge and competence required for success in meaningful employment or be qualified to enter post-secondary education.

Goal Five: Understanding Society's Values

To be responsible citizens and contribute to positive change, students must understand and respect the underlying values of this society. Therefore:

Connecticut public school students will appreciate diversity and understand the inherent strengths in a pluralistic society; they will understand and respond to the vital need for order under law; they will acquire the knowledge necessary to live in harmony with the environment and actively practice conservation of natural resources; and they will respect the humanity they share with other people.

POTENTIAL SOURCES OF OBJECTIVES FOR NEEDS ASSESSMENT

State Level of data collection and related illustrative sources

- Connecticut Board of Education priorities, policies, rules and regulations.
- Connecticut Comprehensive Plan for Elementary and Secondary Education.
- Connecticut Laws Concerning Education
- Master Plan for Vocational and Career Education
- Results of statewide proficiency testing in the basic skills. Educational Evaluation and Remedial Assistance (EERA)

Local Education Agency Level

- Local board of education policies, rules, and regulations
- Curriculum guides, program descriptions, and recommendations of accrediting agencies and other education institutions
- Public hearings for professional personnel and/or lay community
- Minutes of local boards of education
- Federal and state mandates and court decisions
- Identification of subject area concerns by instructional, administrative, and support personnel.
- Research results concerning teacher effectiveness
- Data from surveys and assessments conducted within the state and district
- Vocational education programs and guidelines
- Recommendations by professional development committees, curriculum committees, administrator advisory committees
- Follow-up studies of high school graduates
- Parental concerns as voiced in letters, PTA meetings, and conferences with parents

- Community concerns voiced by labor, business, industry, and other special interest groups
- Goals and objectives of professional organizations
- College requirements and requirements for graduates, such as employers' recommendations

Learner Level

- Classroom performance results
- State testing results
- Perceived interests of classroom pupils
- Systematic pupil assessment of curriculum and instruction

In addition to the standard needs assessment, it is important that staff members be given opportunities to raise their sights beyond their own environment to seek new ideas and different solutions to long standing and seemingly impossible school problems. This can be done by listening to guest speakers who have dealt with similar problems, and communicating with outside agencies such as regional education service centers, teacher centers, the State Department of Education and institutions of higher education.

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ATTACHMENT D1
Guidelines and Criteria For
Constructing Questionnaires

A. Title should

1. Reflect the content of the instrument.
2. Be concise.
3. Be written in language easily understood by the respondents.

B. Introductory statement should

1. Include a brief summary of the instrument's purpose.
2. Include an appropriate statement concerning the respondents' confidentiality.
3. Include a motivator for the respondent.
4. Use language which is appropriate to the level of the respondents.

C. Directions should

1. Be complete, unambiguous, and concise.
2. Be at a language level appropriate to the respondents.
3. Tell the respondent how to dispose of the instrument once she/he has completed it.
4. Specify how accompanying answer sheets should be filled out.
5. Instruct the respondent how to deal with items which are not applicable.
6. Specify the approximate amount of time required to complete the instrument.

D. Demographic section should

1. Be limited to only those variables that will be used to answer specific questions.

2. Portray the relationship of the respondent to the object of measurement.
3. Make certain items optional.
4. Use language appropriate to the language level of the respondents.

E. Writing Items

1. Rating scale.
   a. The stem of rating scale items should be written in a single dimension.
   b. The response sets to rating scales should be written in a single dimension.
   c. The response set of a rating scale should be logically tied to the stem.

d. The level of specificity of the stem item should be specific to the user's needs.
e. The rating scale item should be used only when no more direct method is available.
f. Directions for how to use any specific type of rating scale should be included, along with appropriate examples.
g. The language used in rating scale stems and responses should be appropriate to the level of the respondent.
h. The type of rating scale format selected should be easily understood by all of the respondents.
i. Rating scale items should be written so as not to elicit biased responses.
j. The response sets for rating scale should all be written in the same direction.
k. Avoid using global terms in response sets.
l. Rating scales should include from three to seven categories.
m. Allow for a "not applicable" response when appropriate.
n. Analyze the results of rating scales.

2. Qualitative selection items

a The stem and responses should be stated clearly and unambiguously.
b. The language should be appropriate to the respondents.
c. The stem should be stated in a single dimension.
d. The response set should be exhaustive.
e. The response categories should be mutually exclusive.
f. Directions should be supplied for difficult items.

3. Supply items

a. In writing fill-in supply type items, appropriate units should be specified wherever possible.
b. Sufficient space for responses should be provided.

F. Structure and Format

1. Items should be grouped according to item types or similarity of content.
2. Group items within sections according to ease with which they can be answered.
3. Length of the instrument should be related to respondents and purpose.
4. The instrument should be clearly reproduced.

Source: Adapted from Covert, R. " Guidelines and criteria for constructing questionnaires." Charlottesville: University of Virginia, Evaluation Training Consortium, 1977. (Unpublished paper.)

ATTACHMENT D 2

A CHECKLIST OF ACTIVITIES FOR STEPS IN THE NEEDS ASSESSMENT PROCESS

1. State Concerns

_______ Identify concerns (problems that indicate a need for in-service training).
_______ Identify target population (individual or group).

2. Identify People and Roles

_______ Determine who will manage the needs assessment.
_______ Determine needs assessment planning team.
_______ Identify those who will conduct the assessment.

3. Plan the Needs Assessment Data Collection

_______ Determine needs assessment goals.
_______ Determine needs assessment data collection strategies.
_______ Determine and obtain resources required for needs assessment.
_______ Develop data collection plan and time-line.

4. Implement the Needs Assessment Data Collection

_______ Develop instrumentation and recording procedures.
_______ Field test and validate instruments and procedures.
_______ Collect needs assessment data.
_______ Tabulate data collected and summarize results.
_______ Analyze results and report to planning team.

5. Disseminate Results and Set Priorities

_______ Disseminate results of needs assessment to respondents and interested constitutencies.
_______ Prioritize needs for professional development.
_______ Determine feasibility of meeting the needs and select prioritized needs for professional development.

6. Design the Professional Development Program

_______ Identify the target audience.
_______ Identify needs to be satisfied.
_______ Describe training or activity to be offered to satisfy the need.
_______ Identify who will be responsible for each activity.
_______ Identify resources needed to accomplish the task, including incentives to be offered to training participants.
_______ Identify how progress and accomplishments will be assessed.

ATTACHMENT D2 (continued)

7. Continue to Assess Needs

_______ Determine strategies for continuous assessment during conduct of professional development program.
_______ Reassess needs when program has been completed.
_______ Evaluate progress and accomplishments.

Source: Adapted from "Determining Training Needs: Four Simple and Effective Approaches" by Donald L. Kirkpatrick in the February 1977 issue of the Training and Development Journal.

Professional Development Planning Guide:

Supplementary Paper

CONNECTICUT PROFESSIONAL
DEVELOPMENT

Appendix E

Evaluation of Professional Development in Local School Districts

EVALUATION
OF
PROFESSIONAL DEVELOPMENT PROGRAMS
IN
LOCAL SCHOOL DISTRICTS

Prepared with advice from

The Local Planning Committee of the
Connecticut Professional Development Council

and the

Connecticut Professional Development Council

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The Complexity of the Problem

Evaluation is determining the degree to which goals have been achieved. It typically means comparing accomplishments with intentions. For example, if the intention is to check the operational capability of an automobile, one evaluates all of the essential parts that must function for the vehicle to run well and reliably. On a machine there are precise standards against which every aspect of operation can be assessed. Therefore, evaluation can usually be accomplished by checking a set number of items for which there is a particular standard--in the case of an automobile, items such as oil pressure and level, wheel alignment, and battery charge.

Evaluation of less tangible subjects such as learning or teaching is much more difficult and complicated. Unfortunately, all too often the tendency is to expect a precision and ease in the evaluation similar to what we find in evaluating mechanical things. Evaluating learning is not a simple or precise process. Single measures of achievement or aptitude such as standardized tests, often accepted by the public as adequate indicators of student growth and potential, tell, at best, only a part of what an individual has learned. Although test scores help provide an evaluation profile, much more data must be collected to make a comprehensive evaluation of educational achievement. Where there is concern for the quality of educational experiences, as well as for outcomes, evaluation becomes infinitely more complex.

The evaluation of professional development is even more complex than assessing education of students. Therefore it must include a variety of data. For example, in professional development we may be as concerned with the participants' satisfaction with the experience of learning as we are with the outcomes of learning. Primarily, we are concerned with several categories of outcomes, including evidence of:

- knowledge, skills, and attitudes acquired by teachers;
- teacher behavior changes and improvement of self confidence caused by the knowledge, skills, and attitudes learned;
- changes in curriculum, management, and school organization caused by what has been learned;
- changes or improvement in student knowledge, skills, and attitudes--and changes and improvement in behavior-- caused by the first, second and third items above, and
- community impact of the program.

Data collected on the above categories will contribute to an effective evaluation. Such data also will provide evidence of the participants' degree of satisfaction with professional development activities and the school improvement such activities generate.

Steps In A Planning/Evaluation Process

Effective evaluation is part of a total planning process. The following steps provide a simple approach to planning and evaluating any level of professional development in local school districts from districtwide programs to a single activity. Examples are given in Attachment E2.

- Set goals for the program (based on a variety of needs assessments).
- Determine specific outcomes ("As result of this program I/we will see...").
- Decide on format(s) for program (individual activities, mini awards, workshop, visitation, conference) and participants (teachers, administrators, specialists).
- Identify decision makers.
- Decide what data is needed to determine to what extent goals are met and when and by whom they will be collected.
- Implement program.
- Collect and analyze data.
- Report data and analysis to decision makers.
- Determine follow-up.
- Set new goals.

Attachment E3 contains a list of questions which can be useful in setting up an evaluation plan.

Setting Goals

A question often asked when evaluating professional development is, "what shall we evaluate?" To answer that question and to be consistent with the definition of professional development used in these documents, it is necessary to have a clear statement of the goals and objectives of the school district. Then the goals and objectives of the professional development program can be established to help meet those goals. Evaluation will look at the extent to which professional development helped meet the school district's goals and objectives. Unless the district's goals and the professional development goals are clearly stated at the outset, it is impossible to perform a meaningful evaluation.

The effectiveness of a professional development program and the effectiveness of the evaluation are due largely to how specific and measurable the goals and outcomes are. Questions about what is to be measured and what kind of data are to be collected to determine whether the desired change occurred must be answered early in the program, not after the program has ended.

Evaluation to Assist Decision Making

For whom data are collected influences what kind of data should be collected. The following groups all need information about the program to make wise decisions:

- Professional development leaders need information in order to improve, expand, or terminate the training.
- Administrators and school board members need information in order to determine whether the program should continue to receive funding and at what level.
- Teachers need information to decide whether to attend, support and endorse the program.
- Taxpayers and parents of the children whose teachers and administrators are being trained need information to support the teachers' and administrators' time away from students as they endorse or protest the school board's use of their tax dollars to finance such programs. An evaluation scheme which was developed to measure the effectiveness of training for business and industry has been modified for our use. See Figure 1 below.

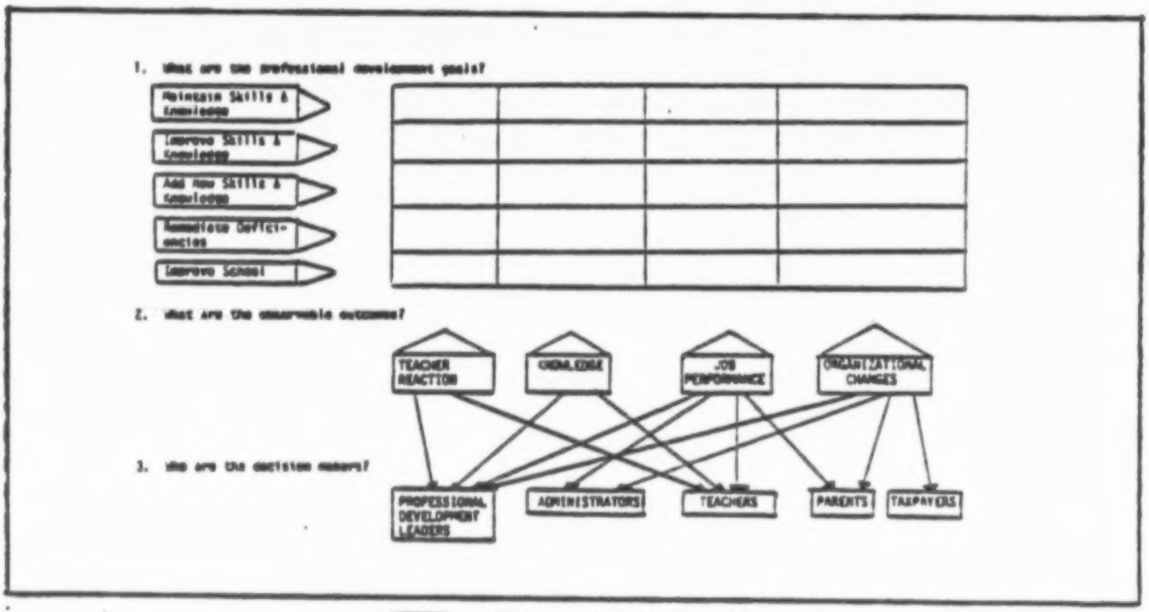
1. What are the professional development goals?
Maintain Skills & Knowledge
Improve Skills & Knowledge
Add New Skills & Knowledge
Remediate Deficiencies
Improve School
2. What are the observable outcomes?
TEACHER REACTION
KNOWLEDGE
JOB PERFORMANCE
ORGANIZATIONAL CHANGES
3. Who are the decision makers?
PROFESSIONAL DEVELOPMENT LEADERS
ADMINISTRATORS
TEACHERS
PARENTS
TAXPAYERS

FIGURE 1
AN APPROACH TO EVALUATING
PROFESSIONAL DEVELOPMENT PROGRAMS

In Figure 1, the goals of the program are listed under question one, the observable outcomes from the program are listed under the second question and decision makers who will probably use the evaluation information are listed under the third question. The goals and observable outcomes would be listed according to the nature of the program.

When using evaluation to assist decision making we suggest involving a representative cross-section of prime movers from each of the major decision making bodies. Remember, those most likely to use the evaluation results are those who take part in designing the evaluation.

Measuring Impact on Students

Rhetorical statements are frequently heard that the ultimate criterion of the utility of a professional development program is its effect on students' learning. But too frequently this criterion is used to denigrate a program. The question is asked, "But what is its 'real' effect--is it helping children?"

Must each program have a direct impact on students? Is it always possible? Some programs may be inspirational, designed to arouse teachers' interests and to motivate them. Others may train teachers in general principles which, when applied, will improve learning. Programs may improve cooperation among teachers with the expectation that aspects of schooling which require cooperation (such as redesigning or integrating a curriculum) will occur, and that these improvements will, in turn, stimulate greater learning.

The designers and developers of each professional development program should attempt to spell out the effect their training activities should have on students. Whenever possible, each professional development activity should describe the steps from the activity to the classroom, and from teaching practice to student learning. Argument should be made for this design and reasons provided to support the projection of these effects.

But effects on students cannot always be pinpointed. The evaluation issue is whether it is appropriate to apply the criterion of having a demonstrable student effect to a particular program or service. Designers, developers, managers, ought to decide as precisely as they can when they expect a student effect, what that student effect is likely to be, and what its relative magnitude is likely to be. If that cannot be done in a concrete and specific way, we ought to forget about measuring student effects for that particular service and discuss whether or not the service has other values which are important and whose effects can be measured. Following is an approach to measuring student effects when they can be expected:

Consider looking at increased student productivity or on-task behavior and a variety of different kinds of effects. If students read more books than they have read previously as a consequence of a teaching technique adopted by a teacher, that behavior is evidence of a student effect of considerable significance. If they undertake a greater variety of out-of-class projects, a significant student effect has occurred. If they ask more questions, a student effect is occurring which might have other effects on learning.

Another possible student effect is increased interest as shown by the amount of time students are willing to spend working on projects, for example, staying after school or coming early to work on a project. Increased interest would also be indicated by requests for additional work, by more requests for assistance from teachers, by increased talking to and with the teacher, by asking more questions, by being more willing to participate in discussions. These behavior changes are indicators of increased motivation, increased productivity, and increased involvement in instruction. They are important changes in students.

Most of these outcomes, if not all of them, are the kinds of indicators teachers themselves use in judging whether something is "working" in class. They are valid indicators of student effects. They are relatively easy to measure, and data gathered on them could assess whether particular programs are having such effects on students.

An argument by James Popham supporting the need to evaluate the impact of professional development programs through the use of student test scores is included in Attachment E 4.

Another approach to measuring impact on students is described in a monograph edited by Elaine Thompson, entitled "Using Student Change Data to Evaluate In-service Education." Her chart which shows how student change resulting from professional development programs can be evaluated is reproduced in Figure 2.

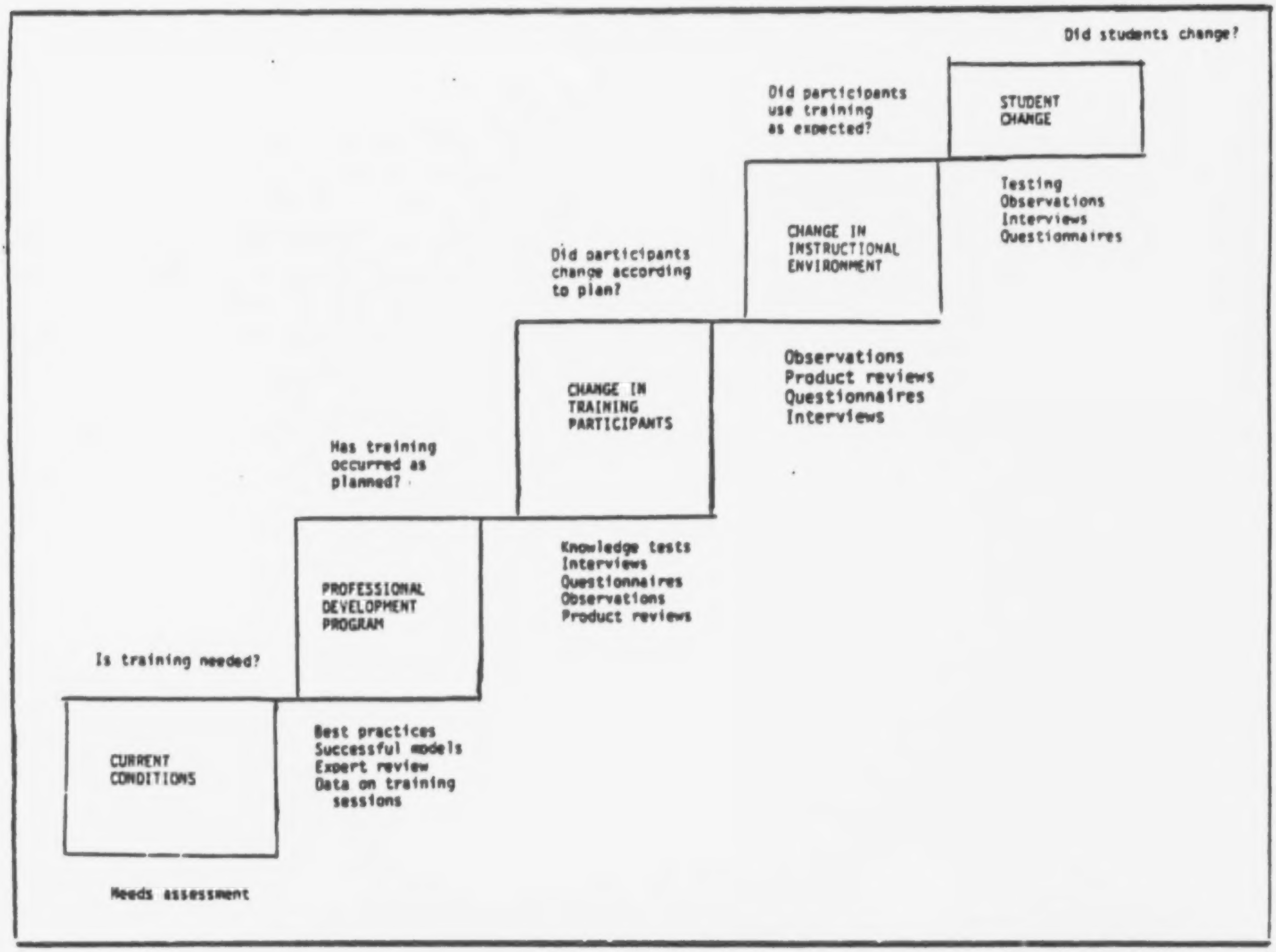
Did students change?
Did participants use training as expected?
STUDENT CHANGE
Testing
Observations
Interviews
Questionnaires
CHANGE IN INSTRUCTIONAL ENVIRONMENT
Did participants change according to plan?
Observations
Product reviews
Questionnaires
Interviews
CHANGE IN TRAINING PARTICIPANTS
Has training occurred as planned?
Knowledge tests
Interviews
Questionnaires
Observations
Product reviews
PROFESSIONAL DEVELOPMENT PROGRAM
Is training needed?
CURRENT CONDITIONS
Best practices
Successful models
Expert review
Data on training sessions
Needs assessment

FIGURE 2
STEPS IN EVALUATING IMPACT ON STUDENTS

In the body of each step in Figure 2 is a description of the conditions or activity for that step. The rise of each step shows the question which is asked in response to the conditions or activity, and at the base of each step are action plans for answering the question listed on the rise. Only when the leaders of the professional development program who, hopefully, are a cross-section of decision makers, have answered each question at each step positively, up to and including the fourth step, can the student change question reasonably be asked.

As stated earlier, evaluation questions are best asked as early as possible in the program design. Similarly, the action plans for answering these questions should be identified and in place for use at the appropriate time.

ATTACHMENT E1

Quality Practices in In-Service Education

Introduction

This document is the result of a year-long effort of the Task Force on Quality Practices in In-Service Education. This task force is one of five established by the National Advisory Board to the National In-service Network to lay the groundwork for the development of a functional service delivery system of in-service as part of state systems of comprehensive personnel development established by Public Law 94-142.

The membership of the Quality Practices Task Force consists of persons with varied backgrounds and experiences in student advocacy, general and special education, and professional development. The current professional responsibilities of the group include working with a state education agency, a local education agency, a professional organization, a research center, a non-profit corporation, and an institution of higher education. Although the experiences and affiliations of the membership necessarily affect the ideas and philosophies, the thoughts expressed are not intended to reflect the employing agencies of the members. This group shares a common concern for and commitment to the improvement of in-service education programs, particularly as applied to programs for general educators working with students with handicaps.

The primary purpose of this document is to provide planners with illustrators of quality practices for the planning, implementation, and evaluation of in-service education programs. The activities of an in-service education program are considered to be a process by which educational personnel are, as a result of the process, continually prepared and updated with specific knowledge, skills, or the attitude necessary to perform their role.

The Task Force recognizes that the statements of quality practice are not all inclusive. The time and funding restrictions have prevented further expansion and illustration at this time.

I. Quality Practice in In-Service Education recognizes that programs must be integrated into and supported by the organization within which they function.

A formally adopted written plan of in-service for the district or agency should be prepared. It should describe all components of a comprehensive system. This plan can then be used as a basis for evaluation and ongoing planning communication purposes and to build support for the program.

- o The in-service education program is an integral part of the total organizational system within which it functions.
- o Written policy exists to support the in-service education program.
- o The assumptions and theoretical rationale underlying the in-service program are explicitly stated.
- o The in-service education program design describes the organizational role responsibility and support for planning, implementation and evaluation of the program.
- o Procedures exist to assure the program of adequate fiscal, material, staff, and facility resources.
- o Federal, state and local policies pertaining to the in-service education program are studied by planning participants.
- o The in-service program design includes plans for facilitating the implementation of quality practices throughout the system.
- o The in-service program design is long range and provides for ongoing implementation support and evaluation.
- o Information about in-service activities is systematically communicated to all audiences concerned.

II. Quality Practices in In-Service Education are designed to result in programs which are collaborative.

Collaborative approaches to in-service programs are the most effective. Including participants, students, and the community in program planning, delivery and evaluation can result in increased motivation, strengthened support and maximal resources

- o The in-service education program provides opportunities for all school personnel to act as participants.
- o Personnel from agencies involved or affected by the in-service education program are included in the planning process.
- o All groups which are affected by the in-service education

program, including parents and students, have a voice in decisions regarding the program.

- o In-service activities include students as teachers/learners whenever possible.

- o Procedures exist to assure inclusion of community resources for the in-service education program.

- o Participants and others affected by the in-service education program are major providers of data for evaluation.

III. Quality Practices in In-Service Education are designed to result in programs which are needs based.

In-service education is a support service for the total educational system. It draws its legitimacy from the contribution it makes to strengthening the system's programs and services for students.

- o The in-service program design recognizes the vital importance of the participants' perceptions of the need for the training proposed.

- o An assessment of the strengths and needs of the prospective participants and the systems is part of the in-service program design.

- o In-service program goals are derived primarily from a set of educational goals for students, including students with handicaps.

- o In-service content and strategies are drawn from and designed to meet the assessed needs of students, personnel and organizations.

- o Programs include activities to meet the needs of leadership personnel, with special attention to building principals.

IV. Quality Practices in In-Service Education are designed to result in programs which are responsive to changing needs.

Responsive in-service, built upon identified needs, meets those needs and is adaptable to ongoing changes in programs, personnel and conditions. It is planned and delivered in ways that recognize the findings of research on innovation and change theories.

- o The in-service program design defines a dynamic and continuous process that is flexible and responsive to changing needs and new requirements.

- o The in-service program design includes goals which are designed to reduce undue stress and to increase both competence and morale among program participants.

- o In-service providers are selected on the basis of qualifications for specific tasks.

- o In-service activities make use of peer-teaching strategies and participant-created materials, whenever appropriate.

- o On-site demonstrations with students are included when appropriate to the in-service education experience.

- o Participants are provided with positive feedback on their progress and with follow-through consultation which is kept separate from the system's personnel evaluation procedures.

V. Quality Practices in In-Service Education are designed to result in programs which are accessible.

The in-service program is readily accessible in time and location, and is planned to provide the best conditions for learning.

- o In-service activities are offered in a logical sequence.

- o In-service activities are offered frequently.

- o In-service activities are planned and conducted with minimum interference to the students' ongoing instructional program.

- o In-service activities are conducted primarily during participants' normal working hours.

- o In-service activities are conducted whenever possible, on the participants' work site.

- o In-service locations are selected to provide the most appropriate setting for the knowledge, skills and attitudes to be acquired and demonstrated.

VI. Evaluation of in-service activities is an essential component of a quality program, and should be designed and conducted in ways compatible with the underlying philosophy and approach of the program.

Information drawn from evaluation can help determine the degree of effectiveness of the professional development experiences. Ongoing evaluation can also be used to strengthen planning and implementation activities.

The Task Force defines evaluation as the systematic collection of information about the context and operation of in-service programs which can be used to (1) determine needs (2) plan programs (3) revise and redevelop activities and (4) judge impact.

- o Decisions concerning the in-service education program consider ongoing program evaluation by program participants and others affected by the program.

- The in-service program design includes both short-term and long-term goals.
- The in-service evaluation design is comprehensive and addresses the process components planning, implementation, and dissemination.
- The in-service evaluation design is responsible to knowledge, skill, and effective outcomes.
- Data from evaluation is used for ongoing planning of the in-service program.
- The in-service education evaluation design is reliable and valid.
- The evaluation design includes plans to frequently report data on all major aspects of the program -- including impact on students -- to all major audiences.
- The documentation of the impact of in-service activities should include the perceptions of students themselves whenever appropriate.

Source: Quality Practices Task Force
National In-service Network
School of Education
2853 East Tenth Street
Cottage L
Bloomington, Indiana 47405

ATTACHMENT E2

Examples of Evaluation Plans for Different Types of Programs

A. Individual Activities

1. Individual teacher visitation to another teacher's classroom
   a. Goal

   To get ideas on how to better structure classroom activities to deal with individual differences.

   B. Outcomes

   I expect to find at least three things I might try in my own classroom.

   c. Program specifics

   I will attend Madison Elementary School, Bridgeport in January and visit Ms. Casey's classroom.

   I will look for and record ways of grouping students, ways of dividing the classroom time, and how the teacher designates her time. I will try out at least one specific strategy during the following week in my own classroom and observe the impact on my students.

   d. Data collection

   I will pay attention to and record how successfully or unsuccessfully I implement the strategy and why and whether my students are responding positively.

   e. Follow up

   I will call or visit Ms. Casey to ask questions and to tell her about my success or struggles with implementing the strategy. I will send a short memo to the professional development committee telling them:

   1) My goals in doing this
   2) What I did
   3) Whether or not I accomplished my goals and if not, why not
   4) Whether or not this kind of activity should be continued.

2. Individual attendance at state conference

   a. Goal

To learn the latest research on teaching styles

b. Outcome

I will learn at least three pieces of research which can help me better structure classroom activities to deal with individual differences.

c. Program specifics

Attend State Early Childhood Conference in May. The workshop I am interested in is "Meeting Individual Differences". Before the conference I will read at least one professional journal article on the topic.

d. Data collection

I will record when and how I use the research ideas in my teaching during the two weeks immediately following the conference and how my students react.

e. At the next faculty meeting I will report on the pieces of research and how I used them. I will give feedback to the professional development committee (see example above).

B. Department Activity

1. Workshop

a. Goal same as above

b. Outcome

Each participant will try out three ideas in his/her classroom

c. Program specifics

Two workshops in January on Wednesday afternoons from 2:00 - 4:00 run by teachers: Kathern Hepburn from Glastonbury and Paul Newman from Windsor. Participants will divide into teams of two to observe one another.

d. Data collection

1) Professional development committee records how many people attend, tabulates end-of-workshop response sheets, informally interviews participants to discover:

   a) to what extent did participants report that this program met their needs?
   b) to what extent did this program meet the goals for which it was intended?

2) Participants observe one anothers' classroom teaching

practices and share with each other to what extent the skills taught in the workshop were implemented in the classroom and had a positive effect on students. This would probably not be within the capability of a fellow participant to judge but rather would have to be the responsibility of the leader -- (see Bruce Joyce's coaching model).

e. Follow up

Professional development committee decides whether to repeat the same activity for a different group of participants, to extend and deepen the activity with the same group, to offer other types of activities to participants to deepen their knowledge and skills (mini awards, conference to do a combination of the above or to do nothing more on this goal.)

2. Curriculum revision

This is an example of a long term multi-level professional development activity which demands a variety of activities and evaluation steps along the way. See Connecticut's Guides to Curriculum Development for specifics.

C. District Activity

1. One day conference

a. Goal

To provide all educators in the district with a one-day knowledge update on recent developments and research in their disciplines.

b. Outcome

Each participant will learn about three new developments which have relevance for his/her teaching area or speciality, or his/her administritive area or speciality. In some cases topics generated will be the focus for future department professional development programs.

c. Program specifics

The program will be developed by a committee of representatives from each grade level and discipline. Workshops in each discipline and specialty area will be offered by outside and/or inside experts.

ATTACHMENT E2 (continued)

d. Data collection

1) Each workshop can be evaluated using a form which will be designed, distributed, collected and tabulated by the conference committee.

2) The conference committee will report to the professional development committee indicating to what extent the goals for the day were met through the individual sessions and/or by the presenter(s).

3) The professional development committee reports to the school board on the extent to which the professional development program (including this conference) has helped to meet the goals and objectives of the school district.

Source: Connecticut State Local Planning Committee

Attachment E3
Reflections on Evaluating Teacher Centers:
The View From an Iron Cow.
by Michael Patton

Before you design an evaluation plan for a staff development program, you would do well to answer these questions.

1. Who is the evaluation for? Whose questions will be answered? Who will determine what it all means?
    a. Is the evaluation for local program staff to use in improving the program?
    b. Is the evaluation for district, state or federal officials to use in making global program decisions?
    c. How will the evaluation be used, by whom, to make what decisions, on what issues?

2. What do we want to affect in teachers? How do we want teachers to be different after the program?
    a. What changes, if any, do we expect in teachers' feelings?
    b. What changes, if any, do we expect in teachers' opinions?
    c. What changes, if any, do we expect in teachers' knowledge?
    d. What changes, if any, do we expect in teachers' skills?
    e. What changes, if any, do we expect in teachers' behavior?

3. How will we observe, describe, and/or measure the degree to which teachers are different after the program?

4. What are our criteria for success? and failure? At what level and to what degree do we expect to affect teachers (for each specific outcome)?
    a. At what level are we doing an outstanding job?
    b. At what level are we doing an adequate job?
    c. At what level are doing a poor job?

5. What program activities and processes will we engage in to affect teachers? (e.g., formal instruction, non-directed teacher exploration, advisors, etc.)

6. How will we observe, describe, and/or measure the degree to which we actually implement program processes and activities as planned?

7. At what level and to what degree do we expect to implement program processes and activities? What are our criteria for success? and failure?
    a. At what level are we doing an outstanding job?
    b. At what level are we doing an adequate job?
    c. At what level are we doing a poor job?

Assessing the Impact of Staff Development on Educational Improvement

by W. James Popham

This presentation is based on four propositions; you may not buy them, but I think they are defensible. Proposition one is that American education is substantially less effective than it can be and should be. Not everyone subscribes to that proposition. There are some folks who believe that American education is doing a pretty decent job right now and, that being the case, it does not warrant any dramatic overhaul. I have talked to some people I respect who hold such views. I do not. I believe that American education is substantially less effective than it ought to be, and that something has to be done to remedy that deficit.

Proposition two: staff development represents a potentially powerful mechanism to improve the quality of schooling. I firmly believe that staff development constitutes a potentially powerful way to make things better in education.

Proposition three: the history of inservice education cannot be characterized as a string of dazzling triumphs. There have been too many ineffective inservice programs, and we have all been tarnished by these tawdry efforts.

Proposition four: given current incredulity regarding educator competency, instructional improvement cannot be merely asserted; it must be demonstrated. We have passed the era when we can simply say that we are doing a good job. The time has passed when we extol with rapture and rhetoric the effectiveness of our endeavors, then expect the public to believe us. I would argue that now we must produce evidence that we are effective.

I want to talk with you now about how, on the basis of these four propositions, we might go about evaluating staff development, particularly with respect to the improvement of education. It would appear at the outset that we have numerous options. There are, after all, varied kinds of staff development programs. They have a good many potential outcomes. You can think about outcomes such as the modified behavior of teachers, or the modified attitudes of teachers, or the acquisition of special teacher skills. How do we know that we are making a difference: I believe it is more apparent than real that we have multiple choices available to us. I would argue that we do not truly have many staff development options since in choosing an intervention strategy you must choose it in a way that is consonant with the current political milieu. Currently there is grave doubt as to whether we are worth our salt. We simply have to produce--and we have to do it in a hurry.

W. James Popham is Professor, University of California, Los Angeles.

There is today only one criterion that we can use to judge the quality of what we are about - - and that is improved student test performance. I believe that we must, in our staff development efforts, go for the jugular. We have to demonstrate that with respect to the criterion that most people use to judge the quality of schooling, we produce results. To demonstrate that staff development can, in fact, result in improved test performance, we must get educators to use different kinds of tests. They cannot continue to use the kinds of tests which they are currently employing, for if they do, we do not have a chance. There is no chance for us to succeed if traditional achievement tests are employed as the chief index of educational quality. This means that we will have to engage in a massive re-education of teachers regarding what tests are for and how they can be used. Fortunately, a reconceptualization of testing permits one to devise a fairly straightforward but potentially significant strategy for enhancing student performance on tests.

I have moved in my own work from teacher education toward measurement, not because I think teacher education is unimportant but because I truly believe that measurement is the key that unlocks the teacher education treasure chest. I believe that measurement constitutes the single most powerful, cost-effective intervention to make instruction better. I want to share with you some views regarding why this is so and why our traditional conceptions of testing are inappropriate. Unless we get different tests to be used in the field, as staff developers we are destined to fail. I think you are unaware of the caliber of disaster represented by the use of traditional tests to evaluate education. I do not think you realize how dangerous it is to us as staff developers to persist in the advocacy of traditional achievement tests.

The chief purpose of measuring people in the early days was to assess their status, that is, to determine their status in relationship to that glorious normal curve. It worked very well for a number of years, until in the late fifties a group of individuals who were influenced by Skinner and others who developed an approach to teaching machines and revision-based teaching methods so that they could get many learners up to mastery. It was for this reason in 1963 that Robert Glaser wrote a brief but important essay in which he distinguished between the so-called traditional approach to measurement, which he characterized as norm-referenced measurement because you reference the performance of examinees to some kind of a normative group, and a newer approach to measurement in which you reference the performance of an examinee to a clearly defined criterion behavior. He called that latter type of assessment criterion-referenced measurement.

8. What is the relationship between what we're doing in the program (the processes and activities) and the change observed in teachers (the outcomes)?
    - a. Is there a relationship?
    - b. How much confidence do we have in the strength of that relationship?

9. What does it all mean? What do we do? what have we learned about the program that gives us direction for action?

When you have a measurement tradition that is based on norm referencing and an instructional tradition that attempts to get many learners up to proficiency, those traditions do not mesh at all. I have spent considerable time since the sixties trying to discern why it is that traditional approaches to testing do not yield sensitive and valid indications of instructional prowess. I want to share at least a few of those reasons with you.

Why is it that traditional tests do not give us a chance? Reason one: traditional achievement tests, that is, norm-referenced achievement tests, are produced by commercial testing firms that must sell a large number of those tests in order to stay in business. As far as those testing firms are concerned, there is something very reprehensible in American education, that is, local curricular choice. The curricular preferences of educators in Billings, Montana, are not the same as the curricular preferences of people in Indianapolis, Indiana. As a consequence, if the test publishers spelled out with precision what a test was measuring, many educators would look at that test and say, "Well, that is very interesting, but it is not quite the way we are teaching the subject here. We will look elsewhere." To forestall that sales-limiting possibility, test publishers describe their wares in extremely general terms. Testing is a business in this country. That is all it is. If you look very carefully at the descriptive information accompanying most standardardized achievement tests, you will discover it is extremely vague. This vagueness results in mismatches between what is taught and what is tested. Such a mismatch yields spurious conclusions about program effectiveness.

Another problem is a technical one. In order for a standardized norm-referenced achievement tests to perform their function most effectively, they must spread out examinees - - and spread them out well. For if there is not a spread of scores, one cannot make the fine-grained comparisons that are at the heart of a good norm-referenced interpretation. Furthermore, the most important factor in augmenting test reliability is the variation of student performance on that test. Other things being equal, the greater the spread of scores, the higher the reliability coefficient. And other things being equal, higher reliability coefficient sell tests. Therefore, it is imperative to have substantial variation in the scores on a norm-referenced test. A test item which maximizes response variance is one which is answered correctly by about 50% of the examinees. That is, 50% of the kids get it right, and 50% of the kids miss it. Ideally, the 50% who get it right are the ones who score well on the total test, and the 50% who get it wrong are the ones who score badly on the total test. When you start getting an item which is answered correctly by 70%, 80%, or 90% of the examinees, you are in big trouble because that item does not spread people out at all. So what do norm-referenced folks do when they revise that test? They throw that item out.

That is exactly what happens to items on which students perform well. When high proportions of students answer items correctly, the test is revised so that those items get discarded from the test. Now here is the Catch 22. Items on which students perform well tend to cover topics that teachers thought important enough to stress. The more the topic is stressed, the better the kids do. The better the kids do, the less likely the item is to remain on the test, and this means that, after several revisions, you have systematically tended to exclude the very items covering the most important things we teach. What a surprise, therefore, if after a while those tests prove remarkably insensitive to measuring the effects of instruction. They are insensitive. We do not have a chance to succeed on those tests. Criterion-referenced tests will, at least, give us an opportunity to win.

When you sit down to create a criterion-referenced test, if you keep your instructional wits about you, it is possible to create a test which essentially illuminates instructional design. In other words, you can build a test in such a way that the key subskills, that is, those en route skills requisite to master a desired competency, are incorporated in the test itself, and thereby you illuminate the nature of the competency's key subskills for teachers. It is possible to build such tests. It is possible to build such criterion-referenced tests which maintain fidelity to the "real world" nature of the competence you are trying to develop. You can build tests which serve as clarifications of the targets to be sought and, thereby, can markedly increase the likelihood that teachers will provide on target instruction for the learners.

Now, one important corollary is needed. You have to try to get by with a "more is less" strategy. You have to create a small number of high-powered targets, not a longer list of all possible targets. In Detroit, for example, they have a high school proficiency test in reading, writing, and mathematics. There are four skills in each, four powerful skills, each of them described in such a way that the instructional implications are clear. Now, that leads to the possibility of a powerful instructional strategy. One of the things that research demonstrates unequivocally is that the most potent ingredient in effective instructional sequences is the provision of engaged time-on task for kids. The more time kids spend in appropriate practices related to a target skill, the better they learn that skill. However, unless one understands the nature of the terminal skill, one cannot supply engaged time-on-task.

My contention is that unless we reeducate teachers across the land to select different kinds of tests, we do not have a chance that staff development will yield substantial improvements in kids' test scores. Once we get teachers to adopt or to develop those different kinds of tests, it is a very simple next step to encourage them to provide sufficient time-on-task so that students will get better at performing on those kinds of tests. As I look at the array of intervention strategies we might employ, and they certainly are numerous, this scheme strikes me as the most simple yet most likely to succeed. I believe that it is a political imperative.

Let me close with a prophecy. I prophecy that unless staff development specialists win the struggle to improve student skills by adopting a strategy such as the one that I have described, we need not look for other battlefields. We will have lost the war.

NCSIE - ASSESSING THE IMPACT OF STAFF DEVELOPMENT PROGRAMS - Frederick J. McDonald, W. James Popham, Donald J. Baden

ATTACHMENT E5

STAFF DEVELOPMENT CENTER

Havemeyer Building

Greenwich, Connecticut

ADMINISTRATIVE EVALUATION

STAFF DEVELOPMENT PROGRAM

Principal/Headmaster ___ Asst. Principal/Housemaster ___

Coordinator ___ Central Office Administrator ___

To evaluate this year's Staff Development program and make it more responsive to your needs as an Administrator, we'd appreciate your taking a few minutes to answer the following questions:

1. Has the S.D. program caused you to think and plan more for your professional/personal growth this year?

   Yes___ No___ Comments:

2. Have system-sponsored activities contributed to your professional/personal growth this year?

   Yes___ No___ Comments:

   How would you rate system-sponsored activities?
   Generally good____ Average____ Poor____

3. Have building-sponsored activities contributed to your professional/personal growth this year?

   Yes___ No___ Comments:

   How would you rate building-sponsored activities?

   Generally good____ Average____ Poor____

4. Did you participate in any self-designed activities? Yes____ No___ If your answer is yes, did this/these activities contribute to your professional/personal growth this year?

   Yes___ No____ Comments:

5. Has morale in your school/program been affected by the Staff Development program?

   Generally positive effect:____ Mixed effect:___ Generally negative effect:_____ No effect____

6. For those teachers you have observed this year, have you seen changes (in classroom organization, management, activities, content, etc.) that you would attribute to their participation in the Staff Development program.

   No____ Less than 10% 10% - 50%___ More than 50%____

7. Have you made specific changes in your building/program as a result of your participation in the Staff Development program?

   Have made several changes:_____ Have made a few changes:____ Am contemplating changes:____ Have made no changes___

8. Have your Staff Development concerns been responded to by:

   Building Associates: Yes___ No___ Not Appropriate___
   Havemeyer Associates: Yes___ No___ Not Appropriate___
   Central Office Administrators: Yes___ No___ Not Appropriate___
   Program Coordinators: Yes___ No___ Not Appropriate___
   Building Administrators: Yes___ No___ Not Appropriate___
   Comments:

9. Other comments on how the Staff Development program has operated for you this year:

ATTACHMENT E5 (continued)

GREENWICH
HAVEMEYER BUILDING

STAFF DEVELOPMENT PROGRAM EVALUATION

STAFF QUESTIONNAIRE

School:________________________________ Department: (if appropriate)________________

1. Have system-sponsored staff development activities contributed to your personal/professional growth this year?

Yes________ No_______

If "yes", would you give an example?

2. Have building sponsored activities contributed to your personal/professional growth this year?

Yes________ No_______

If "yes", would you give an example?

3. Has morale in your school/program been affected by the Staff Development Program?

a) Generally positive effect ____ b) Mixed effect___ c) Generally negative effect______ d) No effect___

Please explain:

4. Have you made specific changes in your classroom (activities, organization, content) as a result of your participation in the Staff Development Program?

a) Have made several changes____ b) Have made a few changes____ c) Have made no changes____

If a or b, would you briefly describe the changes(s)?

5. Have your staff development concerns been responded to by:

	Yes	No	Have made no requests
Building Associate)s)			
Building Administrator(s)			
Program Coordinator(s)			
Havemeyer Staff Development Personnel			

6. Would you like some staff development activities to take place during faculty meetings?

Yes, frequently____ Yes, occasionally______ No_______

7 Would you indicate your opinion of the amount of released time presently provided for system-wide and building staff development?

a) Too much released time_______ b) Generally appropriate amount________ c) Too little released time_______

Comments:

8. Do you read the Associates' Press? (Staff Development Newsletter)

a) Yes, generally________ b) Sometimes________ c) Rarely or Never_____

What in the Associates' Press is most interesting/helpful to you?

_______What's Happening? (information on local and state conferences, etc.)

______ Reports on Greenwich Staff Development activities (e.g., Brain Research, Learning Styles).

______ News of what individual Greenwich staff members are doing as part of their own personal/professional development.

______ Other (please specify) ______________________________

9. Would you describe what you liked best about staff development during ________ whether self-designed, building or system-sponsored.

Connecticut State
Department of Education

Division of Elementary and Secondary Education

Robert I. Margolin, Associate Commissioner
and Division Director

Francis A. McElaney, Assistant Division Director

Bureau of Curriculum and Staff Development

Betty J. Sternberg, Bureau Chief

Marjorie K. Bradley, Consultant,
Staff Development

Thomas Lovia Brown, Consultant,
Staff Development

Velma Adams, Editor

SAMPLE

Five–Year

CONNECTICUT PROFESSIONAL DEVELOPMENT
CPD

Professional Development Plan

State of Connecticut Department of Education - 1985

Connecticut State Board of Education

A. Walter Esdaile

Warren J. Foley

Abraham Glassman

Rita L. Hendel

John F. Mannix

Julia S. Rankin

James J. Szerejko

Norma Foreman Glasgow (ex officio)
Commissioner of Higher Education

Gerald N. Tirozzi
Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

SAMPLE

Five–Year

Professional Development Plan

Hal Portner, writer

State of Connecticut Department of Education - 1985

ACKNOWLEDGEMENTS

Sincere thanks and appreciation are extended to Kit Bishop, Ann Clark, John Fagan, Bill Glass, Joan Kerelezia, Peter Martin, and Larry Schaefer for the time, expertise and insights they contributed to the development of this sample plan.

INTRODUCTION

to

THE SAMPLE
FIVE-YEAR PROFESSIONAL DEVELOPMENT PLAN

Following is a description of "Hadley," a fictitious school district.

IT IS NOT NECESSARY TO INCLUDE A DESCRIPTION OF YOUR SCHOOL DISTRICT IN YOUR PLAN.

Background on "Hadley" is included only to provide the reader with a context for some of the material in the SAMPLE PLAN.

This sample is only one of many forms that a five-year professional development plan might take. Therefore, each section of the sample is annotated to address alternatives that might more appropriately apply to districts with characteristics different from "Hadley".

HADLEY, CONNECTICUT
(a fictitious school district)

The town of Hadley has a population of 31,000. The Hadley public school district consists of:

- one (1) comprehensive high school, grades 9-12, with 3 administrators, 8 non-certified staff, 112 teachers and a student population of 1540;
- two (2) middle schools , grades 6-8, each housing approximately 520 students. Two administrators, 6 non-certified professionals and 25 teachers constitute the staff in each middle school;
- four (4) K-5 elementary schools having a total student enrollment of 1450 and staffed by 76 classroom teachers, 4 administrators and 15 noncertified personnel; and
- a central office (housed in the high school) which serves as home base for the superintendent, the assistant superintendent, the business manager, the coordinator of adult education, four (4) special area coordinators, and a noncertified support staff of 6.

In summary, the Hadley school district has a total of:

7 school buildings

4,030 students

238 certified personnel

13 building-level administrators

8 central office administrators

41 noncertified personnel

During each of the past five years, the Hadley Board of Education has authorized up to three "in-service days" in order for teachers to participate in professional development activities. The superintendent and assistant superintendent have worked with the superintendent's Advisory Committee to plan and implement a variety of activities which took place on those scheduled days. The superintendent's discretionary fund financed about half of the expenses associated with this program, the balance of support came from the Curriculum Development and Conference Travel lines in the district's budget.

Most activities were planned in response to requests made through a district-wide needs questionnaire administered to teachers during the first month or two of each school year. Teachers selected from among a variety of professional development activities scheduled during in-service days.

On April 27, 1984, two teachers, two administrators and two board of education members met as an ad hoc committee to discuss ways to upgrade Hadley's professional development program. The efforts of this committee intensified in May when the Connecticut State Assembly passed Section 10-220a of the Connecticut General Statutes (enacted as Public Act 84-314) mandating that every local school district in the state develop a five-year professional development plan for its professional staff.

During the time between June, 1984 through March, 1986, the following events took place:

o The ad hoc committee drafted a Professional Development Policy statement and submitted it to the teachers' and administrators' associations for comment and suggested changes. The policy was subsequently submitted to and approved by the board of education. Copies were then posted in each school, the town hall, public library, and main supermarket. The superintendent presented copies of the policy to parents attending a general meeting of the Hadley Parent Association. At this meeting, the superintendent was given a formal vote of support for the policy.

o It was generally agreed that professional development warranted a separate line in the district's budget. Several funding alternatives for this new budget item were considered by the Hadley Board of Education. Among these were unproductive efforts to tap local business and industry for financial support. After a series of negotiations with the local teachers' and administrators' associations, the board approved a plan to fund half the program by increasing the total budget and the other half by transfering a portion of the sabbatical leave and conference lines in the 1986-1987 budget to the new item - - "Professional Development".

o The assistant superintendent was assigned leadership of the professional development program and given the time and authority to carry out this additional responsibility.

o A representative Professional Development Planning Committee was formed through a volunteer process. This committee was charged with the development of a five-year Professional Development Plan for Hadley, to be implemented July 1, 1986.

o Building-level and administrator committees were formed. Meetings were held, assumptions about the schools and community were made, discussed and tested where possible. A comprehensive assessment of professional development needs took place. Program goals and objectives were developed. A focus for the first year of the plan was identified. Activities were defined, resources committed, timelines established and evaluation procedures begun.

The plan was submitted to the State Department of Education on March 17, 1986.

(SAMPLE)

A FIVE-YEAR PLAN FOR PROFESSIONAL DEVELOPMENT

Hadley, Connecticut
(a fictitious public school district)

AS MANADTED UNDER SECTION 10-220a
OF THE CONNECTICUT GENERAL STATUTES *

Submitted to

The Connecticut State Department of Education

March 17, 1986

* Enacted as Public Act 84-314

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HADLEY PUBLIC SCHOOLS
100 School Street
Hadley, Connecticut 01020

March 17, 1986

The Connecticut State Department of Education
Division of Curriculum and Professional Development
P.O. Box 2219
Hartford, Connecticut 06145

RE: Certification of Compliance
with Section 10-220a of the Connecticut General Statutes

The undersigned hereby certify that the attached Five-Year Plan for Professional Development to be implemented from July 1, 1986 through June 30, 1991 in the Hadley, Connecticut school district, has been approved by the Hadley Board of Education on the 15th day of March, 1986.

Judith W. Smith
Judith W. Smith
Superintendent

Richard P. Doyle
Richard P. Doyle
Chairman

NOTE: A formal school board letter of certification is not required by legislation as part of a district's five-year professional development plan. However, it is recommended that some indication of board approval or support be included.

HADLEY PUBLIC SCHOOLS
100 School Street
Hadley, Connecticut 01020

Judith W. Smith
Superintendent of Schools
(203)345-6789

BOARD OF EDUCATION PROFESSIONAL DEVELOPMENT POLICY

(Board Policy #85-237)

The Hadley School District encourages its teachers and administrators to broaden and deepen their knowledge, their understanding of the teaching-learning process, their understanding of students, and their perception of themselves and their colleagues as worthy and effective professionals. To this end, the Hadley Board of Education is committed to the support of a planned, ongoing, and systematic professional development program designed to maintain, enrich and/or improve the skills, knowledge and abilities needed by educational personnel to meet their professional responsibilities. The ultimate goal of the professional development program is to improve student learning.

In order to assist district educators to maintain, enrich and/or improve their effectiveness with students, the Board of Education will, to the extent possible, support a planned professional development program for all certified staff by providing funds and making time available for planning and implementing the program. In addition, the Superintendent is directed to appoint a district coordinator for professional development and to establish a steering committee composed of representatives from the Board of Education, the administration, teachers and other appropriate staff. The Superintendent is also directed to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

This commitment to professional development on the part of the school district is a commitment to the affirmation of learning as a lifelong process which contributes to the well-being of the individual, the local school district, and the society.

NOTE: A written policy supporting professional development, which has been adopted by the local board of education within the last five years, must appear in every acceptable five-year professional development plan.

HADLEY TEACHERS' ASSOCIATION
100 School Street
Hadley, Connecticut 01020

March 3, 1986

To Whom it May Concern:

The Hadley Public School District professional development five-year plan was developed with the advice and assistance of representatives of the Hadley Teachers' Association as required under Section 10-220a of the Connecticut General Statutes.

The Hadley Public School District's 238 certified teachers recognize the potential impact of professional development on their own professional growth and on the improvement of instruction in their classrooms. Therefore, the Hadley Teachers' Association is in full agreement with the Professional Development Five-Year Plan developed cooperatively by teachers, administrators and the Board of Education for the Hadley School District.

Robert A. Menke
Robert A. Menke
President, HTA

NOTE: Section 10-220a of the Connecticut General Statutes requires that "NOT LATER THAT APRIL 1, 1986, EACH LOCAL OR REGIONAL BOARD OF EDUCATION SHALL DEVELOP, WITH THE ADVICE AND ASSISTANCE OF THE TEACHERS EMPLOYED BY SUCH BOARDS, INCLUDING REPRESENTATIVES OF THE EXCLUSIVE BARGAINING REPRESENTIVE OF SUCH TEACHERS CHOSEN PURSUANT TO SECTION 10-153b AND SUCH OTHER RESOURCES AS THE BOARD DEEMS APPROPRIATE, AND SUBMIT TO THE STATE BOARD OF EDUCATION FOR APPROVAL A FIVE-YEAR PLAN, TO BE IMPLEMENTED NOT LATER THAN SCHOOL YEAR 1986-1987". A letter such as the above example, or a statement attesting to compliance with this requirement of the Statutes should be included in the plan of each district.

HADLEY PARENT ASSOCIATION
100 School Street
Hadley, Connecticut 01020

June 14, 1985

To Whom it May Concern:

The undersigned attest that the Hadley Parent Association has reviewed the Professional Development Policy Statement adopted by the Hadley Board of Education on June 5, 1985.

On June 13, 1985, the Association formally voted its approval of the policy statement and expressed its support for the concept of a comprehensive Professional Development program for Hadley teachers and administrators.

Norma F. Smith
Norma F. Smith
President, HCPA

James G. Lenox
James G. Lenox
Secretary,HCPA

NOTE: Parent involvement in or formal support of the professional development policy statement is not required by the legislation. Parent support, however, can strengthen a program and is strongly encouraged. If parents or other members of the non-education community are involved in any aspect of professional development planning, the nature of such involvement should be specified in the district's plan.

ORGANIZATION STRUCTURE

A. Coordinator of Professional Development

Bernard Santano, the Assistant Superintendent of Schools, is responsibile for the coordination of the professional development program. One day per week (20%) of this person's time is devoted to professional development.

NOTE: Although Hadley assigned the leadership of its professional development program to the assistant superintendent, other districts may designate another administrator (such as a curriculum coordinator, principal or adult education director) to fulfill this role. In any event, a single individual with decision-making authority should be identified to lead the program. The name and title of that person should appear in the plan.

B. Building Professional Development Associates

Each school has one Professional Development Associate for each 15 certified staff members. An associate has three main responsibilities:

1. to serve as a member of the Building Professional Development Committee;
2. to serve on the District Professional Development Steering Committee; and
3. to be a liaison among the building staff, principal and the District Professional Development Steering Committee in matters pertaining to professional development activities within his or her building.

Building associates are classroom teachers. They are elected annually by their peers. Elected associates for the 1986 - 1987 school year are:

Elementary Schools	Middle Schools	High School
Sara Atkinson	Janice Copes	Ralph Carson
Rose N. Bloom	Verne Parker	Eugene Dole
Larry Cole	Mary Russell	Laura Hyde
Barbara Dube	Fred Stanley	Jack Jones
Cora Hyde		Lester Lannin
Marie Sachs		Morris Schultz
		Carlo Vasquez

NOTE: It is not required by legislation that professional development associates be included as part of the organizational structure of a program. However, Hadley chose this option in order to provide a mechanism for "grass-roots" representation on the building level.

C. Building-Level Professional Development Committees

The staff of each building selects its own Professional Development Committee members. These committees represent the various interests of their respective teachers, administrators and support staff.

The building committees meet monthly. The responsibility of each building Professional Development Committee is to solicit ideas from staff, generate proposals for building-level staff development, and advise the principal on the use of the building-level professional development funds. Building-level committee membership includes the associates plus the following:

Elementary I

A. Fine - Kindergarten
C. Panner - Spec. Educ.
E. Lyons - 3rd grade
G. Vincent - 5th grade

Elementary II

B. Kline - 1st grade
D. Rhodes - 2nd grade
F. Tyson - Art
H. DeVine - 4th grade

Elementary III

I. Cohen - Chapter I
K. Smith - Music
M. Vallante - 3rd grade
O. Wilde - 5th grade

Elementary IV

J. Blanc - Music
L. Noel - Kindergarten
N. Charles - 2nd grade
P. Paully - 4th grade

Middle A

R. Udall - Math
T. Fortunata - Spec. Educ.
W. Bulkley - English

Middle B

S. Terra - English
V. Fortas - Science
J. Rippart - French

High School

K. Williams - Phys. Ed.
L. Babbett - English
M. Martin - Math
N. Reagan - Consumer Educ.

NOTE: Building-level committees, although not required by legislation, are recommended. Departmental and grade-level committees are also effective ways to organize representative groups to address professional development concerns at various levels.

D. Administrators' Professional Development Committee

The Administrators' Professional Development Committee is comprised of one administrator from each building level and central office staff representing the various district program areas.

The Administrators' Professional Development Committee solicits professional development needs from building and central office administrators and plans activities to meet those needs. This committee meets every other month with additional meetings as required. Members of the administrators' committee are:

John O'Neil, Dir. of Grants and Special Programs
Laura McDonald, Special Education Coordinator
Peter Slotnick, Business Manager
Gerard Lobin, High School Principal
Freida Gottleib, Elementary School Principal
Richard Smith, Middle School Principal

NOTE: Section 10-220a of the Connecticut General Statutes requires "personnel management and evaluation training or experience for administrators." An administrators' professional development committee, although not required by legislation, can focus on this aspect of the program.

E. District Professional Development Steering Committee

The District Professional Development Steering Committee is composed of the building associates, one central office and two building administrators, one Board of Education representative, and the coordinator of professional development. The District Professional Development Committee meets every six weeks and is responsible for advising and assisting the professional development coordinator in the overall assessment, planning, delivery and evaluation of the district-wide professional development program.

NOTE: Hadley formed a separate district-wide steering committee. Other districts may choose this option or use an already existing representative group, such as a superintendent's advisory committee or a K-12 curriculum committee, to take on the additional responsibility of being the professional development governing body for the district.

PROFESSIONAL DEVELOPMENT FUNDING

The Hadley Board of Education, in order to assure ongoing funding for professional development, has established a Professional Development Program line item in its annual budget. The amount of funds allocated annually to professional development program-related activities is based on the following formula:

$75.00 x the number of FTE certified staff.

The actual amount spent each year on professional development will be determined by the financial requirements of the program-related activities planned for that year, and will not exceed the allocated amount.

Under this process, $19,350 has been allocated for professional development program-related activities in the 1986 - 1987 school year. The program as planned will be financed in whole from this budget line.

NOTE: The written-five-year plan must show that funds have been allocated to implement the professional development plan. Indication that financial support is related to the planned cost of the program should also be included in the plan.

COLLABORATION WITH NEIGHBORING SCHOOL DISTRICTS

Hadley has entered into informal agreements with the directors of professional development in Trent and Exitor, Connecticut. These agreements call for:

1. the scheduling of "released/in-service" days will coincide whenever possible,
2. information about scheduled activities will be exchanged, and
3. personnel from each school district may observe classes and participate in activities presented by the other districts, space and circumstances permitting.

NOTE: Collaboration with other districts or regional education centers is not required by legislation. However, a regional approach to professional development can be effective as a way to maximize limited resources.

TIME ALLOCATIONS FOR PROFESSIONAL DEVELOPMENT

The Hadley Board of Education has authorized four(4) full days and four (4) half days as released time for district and building-level professional development activities each year. In addition, an individual may be released for a maximum of two (2) days with his or her supervisor's approval to participate in approved individualized professional development activities. Members of the professional development committees are allowed up to five additional days for planning purposes.

NOTE: The five-year plan must indicate that time has been set aside for individuals to plan and take part in professional development activities. Time allotments for each district should be realistic in terms of need as well as availability.

THE PROFESSIONAL DEVELOPMENT PROGRAM

Statement of Purpose

The overall purpose of the Hadley Professional Development Program is to provide the teachers and administrators of the district with a systematic series of activities and experiences which will lead to their becoming more effective educators, better able to achieve the educational goals and objectives of the school district.

Focus

The professional development program for the five school years, 1986 - 1991 will focus on helping the professional staff meet the educational goals and objectives which have been established for the Hadley school district pursuant to Section 10-220 of the Connecticut General Statutes (see pages 15 and 16). The majority of the professional development program's activities and the bulk of its resources will be dedicated to this focus.

During the first year of this five-year plan (1986-1987), the professional development program will concentrate on helping certified staff address the district's educational objective #2, which calls for improved student performance in writing. This decision to focus initially on improving student writing is also the result of an extensive analysis of the teaching-learning needs in the district described on pages 17-18 of this plan. Emphasis on improving writing instruction will continue into the second year of the professional development program with specific activities to be determined by an ongoing evaluation and needs assessment process.

The second year (1987 - 1988) of the five-year professional development program will address the district's educational objective #1:

> Increased parent involvement in school affairs and in the education of their children will be evident.

The third, fourth and fifth years of the professional development program will concentrate on helping the professional staff meet the three remaining district objectives. Focus will be on one of these objectives each year, the order to be determined by an ongoing assessment of priorities and needs.

NOTE: The five-year plan for professional development must contain a written statement describing the purpose for the program. That purpose must be directly related to the district's goals and objectives established pursuant to Section 10-220 of the Connecticut General Statutes.

In addition to a statement of purpose, it is strongly encouraged, although not required by legislation, that the plan for professional development contain a description of the focus for the program. Hadley decided to focus on a single area during each year of its planned program. This arrangement allows Hadley to concentrate its limited resources in order to make an in-depth impact on one objective at a time. Every district should decide for itself whether it can afford to focus on one, two or several professional development needs at one time and plan accordingly.

HADLEY, CONNECTICUT PUBLIC SCHOOL DISTRICT

EDUCATIONAL GOALS AND OBJECTIVES

Established Pursuant to Section 10-220
of the Connecticut General Statutes

EDUCATIONAL GOALS

1. Desire for Learning

   Motivated by home, school, community and peer group involvement, Hadley students will develop a positive self-image, will heighten their aspirations, will strive for the achievement of personal goals, and will develop the desire to improve the quality of their lives through education.

2. Acquisition of Essential Skills

   Students will be competent in verbal and written communication, will read with comprehension, will have proficiency in mathematics, and will develop the critical thinking and decision-making skills necessary for success.

3. Acquisition of Broad Base of Knowledge

   Students will realize their unique and creative potential, will understand and appreciate their own and other cultures, and will become more responsible citizens through the acquisition of knowledge in the arts, sciences, and humanities.

4. Preparation for Life

   Students will have the ability to participate successfully in society through knowledge of family life and parenthood, economic understanding, and preparedness for further education, employment, and responsible citizenship.

5. Appreciation of Society's Values

   Students will appreciate and adhere to the basic values of society: respect for diversity, respect for the law, respect for the environment, and respect for humanity.

EDUCATIONAL OBJECTIVES

Every five years, a committee composed of teachers, administrators, board members and local business and public agency representatives review school data, community development plans, local demographics, state college and university entrance requirements, area employment trends and other factors related to the district's educational goals. Educational objectives are established which describe the desired impact to be made on each of the five goals over the next five years. The district's objectives for the 1986 - 1991 school years are:

1. Desire for Learning: Increased parent involvement in school affairs and in the education of their children will be evident.

2. Acquisition of Essential Skills: The writing program for grades four through eleven will better meet the expectations of the district for improved written and verbal communication skills.

3. Acquisition of Broad Base of Knowledge: Students will improve their knowledge and appreciation of the contribution of Blacks, Hispanics and other minorities to national, state and local culture and history.

4. Preparation for Life: Secondary school students will acquire an understanding of the world of work and develop skills appropriate to finding employment and career advancement.

5. Appreciation of Society's Values: Students will develop respect for the environment through the infusion of environmental studies into other curricula areas.

NOTE: The Educational Goals and Objectives of the district that have already been developed pursuant to Section 10-220 of the Connecticut General Statutes should be included in the professional development five-year plan. The purpose and focus of the professional development program must relate to these district goals and objectives.

NEEDS ASSESSMENT

Process

During the 1985 - 1986 school year, the District Professional Development Steering Committee conducted a multiphase assessment of professional development needs. In the first phase, student records and test scores, community concerns and expectations, and board of education policies and priorities were reviewed in relation to district goals and objectives.

In phase two, an analysis of the data gathered in phase one was presented to the full professional staff. The Professional Development Associates then met with individuals and small groups of staff members in their buildings to (1) discuss the data, (2) generate a list of perceived needs, and (3) "brainstorm" a list of potential activities to address those needs.

The District, Building and Administrators' Committees then analyzed the information accumulated by the associates and developed a paper/pencil survey instrument to be completed by all certified professional staff.

The assessment instrument also provided staff with the opportunity to indicate additional needs and/or activities which (1) relate to the district's objectives for the next year, or (2) do not relate directly to the objectives but are considered important or worthwhile. The survey was administered to small groups by the Professional Development Associates in order to provide opportunities for clarification and to create a high probability for return.

Data Gathered From Assessment Process

1. A subjective assessment of student writing based on an examination of writing samples taken from grades 6, 9, and 11 showed a general need for improvement.

2. Objective measures validated the need for improvement in student writing. Scores on the Hadley Writing Proficiency Test for grades 6, 9 and 11 were well below expectations.

Holistic Scores (1-4)		% 11th Grade	% 9th Grade	% 6th Grade
High competency	4	3	6	8
Grade level	3	20	22	26
Below grade level	2	72	70	62
Seriously deficient	1	5	2	4

3. Several local businessmen commented on the poor writing ability shown by Hadley High School graduates whom they have hired during the past three years.

4. The average number of Hadley High School graduates enrolled in college remedial writing classes during the past two years was higher than the average of all students.

5. The last review and revision of the writing curriculum in Hadley took place five years ago.

6. No in-service activities have been offered in writing for the past two years.

7. 64% of the teachers in Hadley identified improvement in writing as the top priority professional development need of the district.

8. Local business and high school guidance personnel stress a general lack of "world of work" understanding by graduates.

9. Students and the community in general have little understanding of the environment and the impact of their behavior on its future.

10. The number of Black and Hispanic residents in Hadley will increase considerably in the next decade. The knowledge and appreciation of the contribution of minorities to local and national culture and history is minimal.

Additional professional development needs identified through the assessment process included:

- computer application to the classroom
- classroom management
- study skills instruction

NOTE: Each district should describe the process and latest results of its ongoing needs assessment in its five-year plan. See Appendix D in the Professional Development Planning Guide: A Primer for Local School Districts for a discussion of the needs assessment process.

ASSESSMENT OF PROFESSIONAL DEVELOPMENT NEEDS OF BUILDING AND CENTRAL OFFICE ADMINISTRATORS

The Professional Development Coordinator conducted a needs assessment session for building and central office administrators. Several needs were identified and ranked in priority order as follows:

1. To effectively supervise and manage the curriculum development and implementation of an upgraded writing program for the district.
2. To develop strategies for improving public and parent involvment in the school system.
3. To conduct more effective and efficient staff and faculty meetings.

In addition, administrators voiced their intention to attend and/or participate in professional development activities for certified staff whenever possible.

NOTE: Section 10-220a of the Connecticut General Statutes mandates "personnel management and evaluation training or experience for administrators." The five-year plan should present the method and results of assessing the needs of administrators.

IDENTIFICATION OF IN-SERVICE NEEDS OF NONCERTIFICATED PERSONNEL

During the 1984-1985 school year, in-service needs of noncertificated personnel were assessed by means of interviews with target staff and by reports from supervisors and building principals. The following needs were identified through this process:

- Food Service Managers: To improve the ability of food service managers to train employees.
- School-Based Custodians: To improve the ability of school-based custodians to perform preventative maintainance on building roofs, heating systems and grounds.
- School Office Personnel: To improve telephone and word processing skills of building secretaries and other office staff.

NOTE: There is no state requirement to provide staff development services to noncertified personnel. However, Hadley chose to do so. Although it is not required, other districts may want to consider this option.

PROFESSIONAL DEVELOPMENT ACTIVITIES

I. LEVELS OF ACTIVITIES

Professional Development Activities take place at three levels: district-wide, building, and individual.

District-wide professional development activities address the district objectives established for a given school year. Professional staff from all grade levels and subject areas participate in district-wide activities.

Building-level professional development activities address both the annual objectives which are set for the whole district and the priority needs identified by the building's Professional Development Committee for their own, unique situation.

Individual professional development activities provide the opportunity for individuals to plan and implement a special project which will ultimately result in the improvement of instruction. Staff members set goals for personal improvement and develop action plans for meeting those goals.

II. TYPES OF ACTIVITIES

We in Hadley believe that professional development is not a single event or activity, but rather a process which includes a wide range of activities. Therefore, the Hadley Professional Development Program draws upon the following types of activities at various times:

- Workshops led by local staff or outside consultants.
- Formal courses or seminars.

- Networking with other school districts.
- Attendance at professional conferences & conventions.
- Participating in formal or informal peer group meetings to share ideas and information.
- Planning/developing new curricula.
- Committee work related to professional development.
- Planning, reading or research designed to improve classroom instruction.

III. PROFESSIONAL DEVELOPMENT ACTIVITIES FOR THE FIRST YEAR OF THE HADLEY FIVE-YEAR PROFESSIONAL DEVELOPMENT PLAN

(1986 - 1987 School Year)

NOTE: The chart on the following page is an example of how first-year professional development activities are to be displayed in the "Plan for Professional Development Report Form." The five-year plan can present this material using the same format. Examples of two other formats for charting activities are provided on the two subsequent pages.

SAMPLE I

PROFESSIONAL DEVELOPMENT ACTIVITIES: 1986 - 1987 SCHOOL YEAR

HADLEY, CONNECTICUT

Need to be addressed	Activity	Level	Participants to be Served	Approximate Date(s)	Desired Outcome
Staff is not aware of district-wide extent of problem in student writing and of the district's plans for addressing the situation.	Half-day general information session with speakers and information packets.	District	All professional staff, 4-12.	Sept., 1986	Staff will look forward to follow-up activities.
Criteria for good writing not clear.	Formulation of criteria for student writing assessment. Led by consultants.	Grade & subject areas.	All professional staff, 4-12.	Sept., 1986	Each grade and subject area will establish criteria.
Teachers not familiar with recent writing instructional methods and materials.	All-day workshops on structured writing and writing in content areas.	Building	All professional staff, 4-12.	Early Oct., 1986	Teachers will develop instructional techniques and materials.

NOTE: This section would continue listing in a similar way all activities planned for the first year of the five-year professional development plan. Activities for district, building and individual levels as well as for administrators and teachers of children with special needs should be included. Follow-up, coaching and supervision activities should also be included as separate activities on the chart.

District:

SAMPLE II

GOAL:

PROBLEM STATEMENT:

OBJECTIVE:

Activities	Person(s) Responsible	Constraints	Time Frame	Evaluation Strategy	Budget

SAMPLE III

1. GOAL:

2. PROBLEM STATEMENT:

3. OBJECTIVE:

4. EVALUATION OF THE ACHIEVEMENT OF THE OBJECTIVE:

5. ACTIVITIES	6. PERSONS RESPONSIBLE	7. TIME SCHEDULE	8. EVIDENCE OF ACTIVITY ACCOMPLISHMENT

9. BUDGET AND SPECIFIC USE OF FUNDS:

(USE A NEW PAGE FOR EACH OBJECTIVE)

BEST COPY AVAILABLE

IV. PROFESSIONAL DEVELOPMENT ACTIVITIES, YEARS 2 - 5 OF THE FIVE-YEAR PROFESSIONAL DEVELOPMENT PLAN (1987/88-1990/91)

District-, building- and individual-level activities during years 2 - 5 of this five-year plan will continue to focus on the annual objectives set by the Board of Education. The process for planning specific activities for specific participants will duplicate the procedures followed for the first year of the program and will use evaluation data to modify the program as needed.

The focus of professional development activities for 1987-1988, the second year of this five-year plan will be:

a. Continuation of curriculum development, training in instructional techniques and development of materials in the area of writing; and

b. Increasing the involvement of parents in school issues and in the education of their children.

The third through fifth years of this plan (1988-91), will focus on:

a. Developing prevocational and career exploration experiences for secondary school students;

b. Enhancing the awareness, appreciation and knowledge of minority contributions to local and national culture and history; and

c. Infusing environmental studies into appropriate curricula.

NOTE: Specific professional development activities for the 1986 - 1987 school year must be included in the five-year plan. Activities for years 2 through 5 need to be indicated only in a general way, such as in the above example. A more detailed description of planned activities for the 2nd through 5th years may be included if desired. Information from this section can be used to complete Attachment A of the Plan For Professional Development "Report Form" on which you are to list the major goals of your professional development program for each year of your five-year plan. It is expected that during each year of the five-year period covered by this plan, each district will complete a chart of specific activities for that year which will be kept on file in the district.

EVALUATION

Evaluation of Professional Development in Hadley will take place on two (2) levels: program and activity.

The program evaluation will asks whether or not the plan is being followed and will look for ways to improve the process. The District Professional Development Committee has responsibility for the evaluation process. Procedures which will be used by the committee will include:

1. Periodic review of the needs assessment techniques and instruments to determine their comprehensiveness;
2. Regular checking of program activities to assess the degree to which they are addressing the objectives of the district and the identified needs of participants;
3. Periodic review of resources to assess their quality, availability and use.

Program evaluation will also assess the extent to which the program was true to its focus, what impact it had on helping staff members meet their assessed needs, and to what degree the objectives of the district were addressed.

The activity evaluation will provide immediate feedback of the degree of participant satisfaction with a given activity. This will be done through the use of a structured survey instrument. The activity evaluation will also examine the impact that an activity or series of activities makes on teacher behavior. This will be done through the use of structured observational instruments to be used by participants with each other.

In each case, outcomes of an activity will be measured against the objectives set for that activity. Comparison of pre- and post- activity behaviors and performance will take place in some areas; in others, anecdotal or descriptive summaries will be solicited.

The results of the evaluation will be used to determine what is working and what is not. Periodic modifications of the program will be based upon the analysis of evaluation data. The District Professional Development Committee will suggest such modifications to the coordinator for implementation.

NOTE: The five-year plan should specify the systematic strategy that has been established for evaluating the professional development program and describe how the evaluation results will be used to modify the program. Appendix E of the Professional Development Planning Guide: A Primer for Local School Districts suggests a variety of evaluation methods and instruments.

Connecticut State

Department of Education

Division of Curriculum and Professional Development
Betty J. Sternberg, Director

Bureau of Professional Development
Marjorie K. Bradley, Consultant
Thomas Lovia Brown, Consultant